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ABSTRACT

A project was conducted to involve New Jersey business and industry representatives in validating a set of student-based guidance and counseling standards developed by New Jersey counselors for statewide implementation. The Structured Group Interview technique of Task List Verification was selected as the validation method. The project design included training of counselor facilitators to conduct county-level validation meetings of employers. Committee makeup was representative of state employers. Analysis of data showed an average agreement level of 75 percent of business and industry with counselor-generated competencies across counties. Twenty-one additions were made to the standards. Committees most frequently changed items related to self-awareness and career planning and emphasized employability skills. Business and industry committee members were enthusiastic about the validation process, and local school administrators and counselors developed rapport with business and industry personnel. Recommendations included wide dissemination of findings as a model for local involvement, use of trained facilitators in future projects, local involvement, use of trained facilitators in future projects, local review of findings, and use of findings to determine future directions for guidance and counseling in New Jersey. (Appendices include a sample committee member booklet of 15 pages and facilitator training materials.) (KC)

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Final Report

on the

New Jersey Statewide Validation of Career and Vocational Guidance and Counseling Standards Project

A Project of the
Bayonne Board of Education
conducted by

Beckwood, Inc.
7912 Hunt Rd.
Springfield, IL 62707
217/529-1750

Funding provided by the New Jersey Department of Education
Division of Vocational Education
February, 1988

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Preface

This report describes a project of great importance to the future guidance and counseling program in New Jersey. For the first time business and industry representatives have been closely involved in the decision-making of local schools with regard to what students should be able to do as a result of their career guidance and counseling program.

It took initiative and strength on the part of guidance and counseling personnel to involve the employer community in examining program content, to be evaluated by their peers and employers, and to make changes based on the exchange. These counselors and administrators should be congratulated for their fine efforts in implementing the project in their counties and for forming a much needed bridge between the local schools and the community.

Employers who gave of themselves, their time and their active participation are also to be lauded. The breadth and scope of employer involvement as evidenced in this report, is indeed gratifying.

> *"Major strength of the meeting was . . . interacting with other business people who also care about our youth and the quality of their employment, preparation and education."*
> --- *Robert Sobol, Office Business Systems, Inc., Edison.*

It is the hope of the project conductors that the foundation of active community involvement and development of relevant program content begun with this project will be used and built upon for the betterment of New Jersey's future citizens.

Rebecca Douglass
W.J. Woodhull
Project Managers
Beckwood, Inc.

Executive Summary

"Leader was very organized and familiar with participants as well as the program. Excellent selection. I would be willing to continue on this project. It is a terrific and very necessary idea." -- New Jersey Employer on Hunterdon County Validation Committee

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In 1986 a panel of guidance counselors developed a set of guidance and counseling student based standards and indicators intended for statewide implementation. The next step in the development process was to validate the list with New Jersey business and industry representatives. A project to involve the employment community in the validation was undertaken in 1987. The Structured Group Interview technique of Task List Verification was selected as the validation method to accomplish the following:

1. Validate content statewide with a time and cost efficient method.
2. Involve business and industry representatives statewide in a positive and productive validation process.
3. Sensitize administrators and counselors to the need for business and industry participation in guidance program planning.
4. Identify relevant demographic differences in data collected.
5. Generate goodwill and public relations among the educational and employer representatives.

The project design included training of counselor facilitators to conduct county level validation meetings of employers. Business and industry representatives were selected using predetermined criteria and specialized group processing techniques were used during the meeting.

Committee makeup was representative of the state with 26% of the committee membership fromthe industrial sector, 59% from the service sector and 14% from the government sector. Business size represented included 25% from small businesses, 15% from medium sized businesses and 60% from large businesses. Member characteristics across committees included 57% male, 43% female and a 7% minority group.

Data were analyzed and showed an average agreement level of 75% of business and industry with counselor generated competencies across counties, with an average change level of 16% and an average deletion level of 6%. There was no significant relationship among size of committee or size of county, and level of agreement, deletion or modifications.

Twenty-one additions were made to the standards across committees and committees expressed concerns beyond guidance standards to be added by schools in their counties. In general committees most frequently changed items related to

self awareness and career planning and emphasized employability skills. Committees tended to collapse items seen as ambiguous or redundant and stressed interpersonal and academic skills.

Evaluations by business and industry gave high marks to the validation process used as being time and cost efficient and expressed enthusiasm for business and industry involvement in counseling and other areas of curriculum development.

Administrators and counselors involved in the program developed a rapport with business and industry in their counties and oan appreciation of the value of business and industry involvement and their contributions as a result of the project.

Recommendations included wide dissemination of findings as a model for local involvement, use of trained facilitators in future projects, local review of findings and use of findings to determine future direction for guidance and counseling in New Jersey.

"It is an encouraging process to achieving goals that employers are seeking with the upcoming labor force. It reinforces the necessity of the business sector to support the efforts of the education system (which is) earnestly and diligently trying to meet these goals."
-- Sussex County Validation Committee Employer

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INTRODUCTION

In 1986 a panel of guidance counselors was convened to develop a set of career vocational guidance and counseling program standards to elaborate on the student-based indicators needed in a comprehensive program. The panel was made up of eighteen persons representing New Jersey vocational guidance counselors (8); guidance education (1); the U.S. Department of Education (1) and Departments of Education (7) and Labor (1).

A document describing the state's philosophy of career guidance, student learner outcomes, a conceptual model involving change processes, and a list of standards and student indicators keyed to a change model of processes and grade levels was the result of the panel's work. Also included was a suggested evaluation strategy, sample instruments and a glossary.

The next step in the developmental process was validation of the standards and student indicators. Because the standards and student indicators had been developed solely by educators, it was determined that validation should involve New Jersey employers who were the recipients of the products of the state's education system. Federal vocational legislation emphasizes the need for business and industry involvement in vocational curriculum development in order to be responsive to the needs of the community.

A process to involve a significant sampling of business and industry representatives in a positive interchange with guidance and counseling personnel was needed. Beckwood, Inc., a company specializing in training for business and industry involvement in curriculum development, was selected to assume responsibility for conducting the New Jersey Statewide Validation of Career/Vocational Guidance and Counseling Standards Project.

This report details the objectives of the project, reviews the methods and activities performed to accomplish objectives, and summarizes the results and major findings. The report emphasizes the quality of interaction with the employing community by way of quotes from business and industry participants in the program, which are interspersed throughout the report. The final section notes recommendations for future activities based on the findings in this study.

> *"The outline of vocational guidance and counseling . . . can prove to be an effective course of study, path of direction to young adults about to embark in business with a competitive edge. Although no guarantees, these should be valuable tools. We are seeking a better, more peaceful, more organized world for youths with the help of business, teachers and parents."*
> *-- John Bell, Manager, Whaleco Oil Co., Rockaway*

OBJECTIVES

Federal vocational legislation emphasizes the need for business and industry involvement in vocational curriculum planning and development. Likewise, career guidance counselors in the schools are responsible for implementation of a program to instill student competencies which meet the expectations of New Jersey employers.

It was critical to determine if employers were in agreement with what educators had determined to be the needs of employers. If a gap in needs or perceived needs existed the remediations could be made within the guidance model before it became state policy.

Since the project to be validated was statewide in nature, and a need existed to complete the process for school year 1988-89 implementation, it was necessary to develop a set of objectives to accomplish the following:

1. Validate content statewide with a time and cost efficient method.
2. Involve business and industry representatives statewide in a positive and productive validation process.
3. Sensitize administrators and counselors to the need for business and industry participation in guidance program planning.
4. Identify relevant demographic differences in data collected.
5. Generate goodwill and public relations among the educational and employer representatives.

Design

The project design involved use of the Structured Group Interview (SGI) technique of task list verification (TLV) which has been used successfully to validate content with business and industry representatives in various content areas. The technique is one which can be conducted in a one day meeting. It has been consistently judged to be a productive use of time at a minimal cost since business and industry representatives donate their time. Other validation methods, such as surveys and individual interviewing, are more time consuming and costly.

The design included local validation to be done at the county level rather than the local school level. It was felt that county validations would be localized enough to give credible data for purposes of the project. Demographics of the committees were intended to promote a membership mix which was highly reflective of the county and state in regard to type of business, size of business and equity issues.

The SGI technique requires trained facilitators to conduct the validation meeting. Since not everyone is suited to facilitate the group processing methods used in SGI it was determined to select one person within each county to be trained in the facilitating techniques. Trained facilitators in each county provided the added benefit of being available to facilitate future business and

industry meetings such as annual revision of the guidance standards or on other topics. Facilitators were selected based on their abilities in group work and interests in the guidance standards as an innovative program improvement activity. Stipends for facilitators were provided through separate agreements by the sponsor.

Another feature of the design called for collection of data from each of the committees. A composite analysis to determine which indicators were most frequently deleted, changed or added, and whether there was a relationship among the type of change and committee demographics.

The last significant feature of the design included provisions for comprehensive formative and summative evaluation data. Such data would reveal if the program design was appropriate and successful in achieving project objectives.

Methods and Activities

The specific methods and activities of the project were developed to accomplish each of the following objectives:

1. **Convert standards format**
2. **Train a cadre of 30 local educators and State Department of Education personnel as facilitators of the SGI technique.**
3. **Conduct pilot demonstration.**
4. **Provide technical asisstance to local committee validation activities.**
5. **Analyze data.**
6. **Synthesize business and industry evaluations.**
7. **Evaluate facilitator training.**

Each of these objectives is elaborated and discussed in the following.

1. **Convert Standards format**

   a. Review standards and indicators for redundancy and duplication.
   b. Rewrite standards and indicators to conform to consistent performance terminology standards.
   c. Develop format for use with committees.
   d. Develop explanatory booklet to use with committees.

Discussion:

It should be noted that prior to the conduct of the project a nationwide search and review of guidance standards projects was conducted. The purpose of the search was to determine if another such study existed in order to build upon its findings and procedures. No similar project was found. All existing or in progress projects relating to guidance revealed by the search were devoted to examining program components (e.g., planning) or counselor competencies (e.g., use of SAT scores). Materials available were accessed and reviewed. None of the materials addressed performance based student competencies and none involved a business and industry validation component.

Project staff and project guidance resource specialists reviewed the student indicators and found a degree of redundancy and duplication due to the use of the Havelock Model and the grade sectioning established by the 1986 development activity. Many of the student indicators which were not in performance terms and performance "doubles" were revised. For example:

incorrect form		correct form
Updates and implements career plan	became →	Update career plan Implement career plan
Defines and clarifies career preference and goals	became →	Define career goals

The correct form of terminology was important because it could retard the speed of the validation process.

It was decided to not consolidate indicators repeated by grade levels because of a strong sense of ownership and need that counselors involved in the original development felt toward the levels. It was decided to leave in duplications within grade levels and let the committees decide for or against consolidation.

A format for the standards and student indicators was developed along with a booklet to describe the validation meeting. Past evaluations of committee work indicated the need to provide as much advance information to committee members as possible so that they would be comfortable with their task. The booklet contained a letter of greeting, statements on the state's philosophy of guidance, a description of the validation meeting, participants, agenda and the standards and indicators to be validated. A sample of the final version of the booklet appears in Appendix A of this document.

2. **Train a cadre of 30 local educators and State Department of Education personnel as facilitators of the SGI technique.**

    a. Identify training site needs.
    b. Develop supplemental training materials.
    c. Conduct training.
    d. Conduct formative evaluations.

Trainees were selected and arrangements made with the trainees regarding stipends and travel reimbursement by the sponsoring agency. Facility selection and arrangements were not a responsibility of the project staff, however, specific requirements regarding room set up, audio-visual equipment needs, etc., were identified. Conduct of the SGI technique requires specialized facilities and room accommodations. An excellent facility which specializes in training conferences was selected by the sponsor.

In addition to Beckwood's training workbook and workshop materials, supplemental training aides which targeted the special needs of the guidance validation project were developed for the seminar. These aids were intended to

make the training more relevant to the counselors who did not have previous curriculum development experience. They included the following, a sampling of which also appears as Appendices B through I of this report:

- Transparency masters for use with committees.
- Diad problem solving card exercise.
- Guidance counselor task list for use with role playing exercise.
- Small group processing activity on obstacles
- Small group processing activities on benefits.
- Human Bingo introductory activity sheet.

Training was designed to explain the process, assess facilitator capabilities, provide opportunity for practice of techniques and to provide a set of resources, both textual and human for the trainees to utilize after the training. Training provided instruction on the following:

1. Assessing individual facilitator potential and weak areas.
2. Selecting and establishing the committee.
3. Planning for a committee meeting.
4. Conducting the verification.
5. Facilitating techniques for verification.
6. Conducting follow-up to the committee meeting.

Training was conducted utilizing a multi-dimensional training model which included instructional methods of lecture, role-playing, reinforcement exercises, facilitator skills assessment instrument, problem solving, and decision making activities, brainstorming and a mock committee.

In the role playing activity each participant demonstrated his/her knowledge by conducting a committee meeting in the roles of facilitator and recorder. Each participant received immediate peer evaluations and instructor evaluation.

Group debriefings and the use of a facilitator trainee instrument provided formative evaluation. Formative evaluation showed the need for facilitators to:

-- increase momentum in verifying and placing cards.
-- require all inputs to go through the facilitator.
-- adhere to performance terminology.

The agenda for the seminar appears in Appendix E. The training activities along with the resource materials and workbook provided a comprehensive package of resources for the trainees.

3. Conduct pilot demonstration.

a. Convene a live committee to pilot instrumentation.
b. Demonstrate techniques in live experiment.
c. Conduct formative evaluation.
d. Debrief and revise plans and/or materials for local validation phase.

Based on information provided by project staff, the sponsors selected a test panel of 11 business and industry representatives to be utilized for demonstration of the SGI techniques and to pilot test the utility of the Committee Member Booklet.

Five facilitator trainees were selected to assist in the pilot. The day long session was videotaped and evaluated. Formative evaluation and a debriefing analysis provided by Beckwood indicated the following to be potential issues with local committees:

-- desire to eliminate education jargon
-- need for facilitators to assist one another as recorders
-- need for careful committee selection.
-- need for committee to "vent" regarding education in general before getting to the task of verification.
-- misunderstanding of the guidance function

Based on the pilot committee experience and evaluation of the pilot committee, changes were made in the booklet in terminology, and by adding definitions and demographic data to be collected. A step was added to the committee orientation to accommodate concerns of the committee which were not specific to the guidance program.

Beckwood also provided a set of photographs of pilot committee members for possible use in public relations activities.

4. Provide technical assistance to local committee validation activities.

a. Disseminate revised booklet to the county facilitators.
b. Participate in follow-up meeting of county facilitators.
c. Provide instrumentation for collecting county committee validation data.

It was determined that the trainees who had participated in the pilot demonstration should share their findings with the other trainees at another meeting. Beckwood edited the videotape of the pilot demonstration and attended the meeting which was held at the Vocational Education Resource Center in September, 1987. Beckwood also provided a Facilitator Tip Sheet to all trainees as a follow-up to the pilot demonstration (See Appendix F). The booklet was revised and multiple copies provided for each county facilitator.

Beckwood was available for consultation during September, October and November while local validation committee meetings were being conducted.

A facilitator wrap up sheet was developed for collection and synthesis of demographic and raw data (See Appendix G). Follow up correspondence to local facilitators who provided only partial data was sent in late November, 1987. In December, 1987, a partial analysis of data was completed and shared by mail with county facilitators whose data had been received. (See Appendix H).

5. **Analyze Data**

   a. Collect data from county facilitators.
   b. Synthesize demographic data.
   c. Aggregate demographic data and itemized data.
   d. Aggregate secondary data.
   e. Perform descriptive analyses by county.
   f. Report findings.

Facilitators were asked to submit data on the individuals added, deleted, modified and retained. Raw data was also requested so that project research staff could verify data when needed. The intent of the statewide collection and analysis of data was to determine:

1) The general acceptance level of the indicators by business and industry;
2) Whether any indicators or set of indicators was consistently changed or deleted by a significant number of counties.
3) Whether any indicators or set of indicators was added by a significant number of counties; and
4) If a relationship existed between county demographics and decisions to retain, reject, modify or add.

Data analysis was considered essential due to the statewide nature of the project. Whether employers' preferences differed from one region of the state to another was an important feature to consider when state mandates or recommendations were concerned.

In general it was critical to determine if employers were in agreement with what educators had determined to be the state competencies of importance to the employers. If a gap in need or perceived need existed the remediations could be made within the guidance model before it became state policy. Results are reported in the "Findings" section of this report.

6. **Synthesize business and industry evaluations.**

   a. Collect evaluation data from business and industry commmittee members.
   b. Aggregate data.
   c. Analyze data.
   d. Report findings.

Business and industry committee members were requested to complete an evaluation at the end of the committee meeting. Local facilitators were requested to submit copies of evaluations to Beckwood for synthesis and analysis.

The evaluation instrument was intended to provide ratings regarding the committee members' opinion of the topic being validated, of the process used and of the worthiness of their participation. The evaluation ratings also revealed the measure to which facilitators utilized the instruction provided during their training.

Two open-ended questions were designed to elicit comments from the committee not covered by the rated items. These were summarized by major

category and appear in the "Findings" section of this report along with the analyzed responses to the indicators. Statistical analysis was conducted in January, 1988.

7. **Evaluate Facilitator Training.**

   a. Collect evaluation data.
   b. Aggregate data
   c. Analyze data.
   d. Report findings.

A three part facilitator training evaluation instrument (see Appendix I) was utilized to collect data from the trainees. Part A rated items which were intended to solicit information regarding the quality of the training and trainees for purposes of evaluating the workshop in light of project objectives and for assistance in planning and conducting future workshops. Three open ended questions were designed to gather information on the quality of the training and what trainees would change or add to future training.

Part B of the instrument was designed to determine the level of confidence held by trainees in each of the major SGI competency areas. Part C questions were designed to determine if additional inservice in TLV was needed or if additional technical assistance was required.

Data were organized in a composite format which appears in Appendix I. Results of the evaluation appear in the next section of this report.

In response to an open-ended question on strengths:

"All questions were answered and materials distributed were of a first class nature" -- Cape May facilitator

"Organization; supplemental and supportive indicators" -- Morris County facilitator

"Obvious preparation and materials familiarity . . . workbook was excellent" -- Gloucester County facilitator

Deliverables

Product deliverables of the project centered around the training materials, committee materials and a final report of the results of the activity. The products of the project were delivered as follows:

Deliverables

1.	280 copies of Business and Industry Participation Booklet draft 1 -- 30 copies draft 2 -- 40 copies draft 3 -- 210 copies	Sept., 1987
2.	30 copies of the Business & Industry Verification Workbook and binder	Aug. 17, 1987
3.	30 sets of workshop handouts and working papers	Aug. 17, 1987
4.	30 sets of transparency masters	Aug. - Sept., 1987
5.	30 copies of two Facilitator Tip Sheets	Aug. - Sept., 1987
6.	30 sets of Facilitator Wrap -Up Sheets	Sept., 1987
7.	Edited Videotape of pilot committee	Sept., 1987
8.	Facilitator Training Evaluation Composite	Sept., 1987
9.	Pilot Committee Evalution Composite	Sept., 1987
10.	20 copies Final Report and Executive Summary	Feb., 1988

FINDINGS AND RESULTS

Formative and summative evaluation techniques were used to evaluate the appropriateness and effectiveness of the project. In addition, a statistical analysis of the results of the committees' work was conducted to determine the degree of homogeneity of the committees' validations. Relationships within both a statewide and a county by county context were analyzed.

Workshops were conducted in 21 counties in the State of New Jersey. Evaluations of workshop activities were conducted for each of the 21 county committees. Completed evaluations were provided by 18 of the 21 county committees, which thus constituted the data on which the summary of results and data analysis are based.

The following provides a summary of the results of facilitator training evaluations, business and industry community participation evaluations, employer demographics data and the statistical analysis of indicators.

Evaluation of Facilitator Training

Facilitator trainees were asked to evaluate the training received, to identify its weaknesses and strengths, to measure their confidence in applying facilitator competencies and to indicate needs for future inservice. Below is an excerpt from the composite report indicating that all participants were satisfied with the quality of the training.

Quality of the workshop leaders was rated most highly by 96% of the participants followed by 84% who strongly agreed that the workshop resource materials were appropriate. One hundred percent of participants agreed that the workshop content was applicable to their situation. Overall the only item receiving a low rating (16%) was that information provided prior to the workshop was not sufficient.

Open ended questions on strengths and weaknesses of the training revealed that trainees, although they felt adequately trained had a dichotomy of opinion in regard to structure of the training and time -- some wanted more, some less. Selected strengths of the workshop cited by county included:

- "Provides an opportunity statewide to totally involve employers in preparing standards to meet employer needs leading to more competent future employees. One of the best organized and worthwhile vocational education programs I've been involved in in 20 years! Good job, well run and planned. Great facilities!" (Cumberland County)

- "Variety of activities, role playing, expertise of participants and high level of interaction; good personnel , upbeat pace and enthusiasm." (Morris County)

- All questions were answered and materials distributed were of a first class nature" (Cape May County)

- "Workshop leaders were a good team." (Hudson County)

- "Excellent workshop; handled in an extremely professional manner; facilitators were incredible." (Haddon Township High School)

-- "I've been involved in many workshops in the past 20 years. For a change I go away refreshed and impressed!" (Sussex County)

Ratings of trainee confidence in applying the information to their individual settings indicated that the majority of trainees were confident on every competency with a range of 64% - 96% with 92% responding "yes" to the question "Do you feel adequately trained to be a facilitator" Requests for additional training were made for a variety of sub topics (e.g., time management) and for a follow up session of the trainees. Complete evaluation composite data appears in Appendix I.

Another feature in the evaluation of facilitator training has to do with the feedback received by employers. Employer ratings and coments are more fully discussed later in this chapter, however, selected features of the evaluation attest to the substance and quality of the facilitator training.

Employer comments on an open ended question in regard to strengths of the meeting often cited facilitator competence:

Morris County	"Outstanding Facilitator! Good balance of people." "Excellent facilitator and recorder, both people kept the meeting moving and on target."
Union County	"Elaine McGee . . . excellent presenter and facilitator."
Bergen County	"Articulate, enthusiastic and knowledgeable meeting facilitator."
Hunterdon County	"Involved and interested facilitator and business people. Would like to help in any way in future."
Atlantic County	"Facilitator remained objective and helpful in keeping the meeting on time and moving smoothly."
Ocean County	"It was run in a most informative and entertaining manner."
Passaic County	"Preparation, thoroughness, facilitators drawing the group back. The state being represented."

Usefulness of the SGI technique was also cited as a major strength by employers:

"Interaction and discussion leading to a conclusion. Very rewarding and stimulating." -- Tricia Sidney, Special Excursions, Stanhope.

"Working as a group in arriving at conclusions. Definitely a positive experience." -- Paula Harper, Employment Manager, Simon & Schuster, Englewood Cliffs.

"Eager participation by all. Gratification because conclusion and consensus followed good discussion. Involvement by all participants." -- Marvin Stranzer, WNNJ Radio, Newton.

Comments on the involvement of business and industry in the development of guidance indicators was a feature of the evaluation which also attested to the

ability of the SGI technique and the goodwill generated. Strengths cited in this area include:

"The involvement of actual employers! Very positive and well thought out participation." -- Maribeth Lombardo, Marriott Corp., Paramus

"Ideas exchange, consensus on needs of employers, better understanding of educator's role and goals." -- Bart Moriarty, State Farm Insurance

Employer Demographic Data

It was the intent of the project to involve business and industry committee members representing the variety of New Jersey's businesses by type of business and by size on each of the county committees and statewide. County facilitators were instructed in committee size (6 - 10 recommended), selection criteria and screening methodology for an apppropriate mix of community members to accurately reflect the employing communities of the counties.

Attention was also given to the need for equity within the committees. Facilitators were asked to identify the male-female, minority and handicapped mix of the committees. Business and industry committee members were asked to describe their business by size and type.

Membership Characteristics

Of the 18 committees convened, membership ranged from a low of five members in Atlantic County to a high of nine members in Monmouth. Average size was eight committee members.

Of the 145 business and industry committee members 82 (57%) were male; 63 (43%) female; and 10 (7%) minority group members. No handicaped members were identified. Individual committee membership of males ranged from 1 to 7 (25% to 89%); of females 1 to 7 (25% to 64%); and of minorities 1 to 2 (10% to 13%).

Membership Characteristics Statewide

Male	**57%**
Female	**43%**
Minority	**7%**
Handicapped ...	**0%**

Table 1

Business Characteristics

Committees were recommended to contain membership representative of the type and size of businesses in the employing county or area. Members were asked to classify themselves based on the Standard Industry Classification, U.S. Department of Commerce, Bureau of Census. Statewide committee business characteristics were as follows:

Type of Business Represented Statewide

26%	**Industry**
59%	**Service**
14%	**Government**
0.6%	**Not for Profit Agency**

Table 2

A list of businesses represented on the committees appears in Appendix J and includes representatives from a wide range of companies including:

Asbury Park Press
Bridgeton Tourist Association
First Fidelity Bank
IBM Corp.
Napa Auto Parts
Prudential Insurance
Simon & Schuster
Union Carbide
AT & T Bell Labs
Donnelley Directory
Hunterdon Medical Center
Macy's New Jersey
New Jersey Natural Gas
RCA
Supermarkets General Corp.
Xerox Corp.

Positions within businesses represented ranged from President of the company through supervisory personnel, all apparently with hiring responsibilities.

Size of business represented on the committees statewide showed a heavy reliance, 60%, on large business as defined by USDOC, with 25% of the members from small business and 15% from medium sized businesses.

Strength of meeting:

> *"Well chosen, diversified group of attendees who offered many different aspects of the subject." -- Marcia Decker, Personnel Manager, Wheaton Aerosol Co., May's Landing*

Size of Business Statewide

25%	Small (3 - 25 employees)
15%	Medium (26 - 74 employees)
60%	Large (more than 75 employees)

Table 3

Location of Meeting

County facilitators were advised to select a meeting site to encourage active participation of committee members. A school classroom was considered to be a negative factor in encouraging group interaction. Therefore, facilitators were encouraged to select a non-threatening meeting environment. Location data show that facilitators made an effort to do this. Of the 13 (72%) committees which met in school settings, 38% met in community colleges with conference facilities; 11% met in hotels; 11% in business donated conference facilities such as a bank conference room; and 6% in an alternate facility of a public library conference room.

Location of SGI Meeting

Local School	72%
(Community College ... 38%)	
Hotel	11%
Business-donated Conference Room	11%
Public Library Conference Room	6%

Table 4

Business and Industry Committee Members Evaluation

Evaluations completed by 85 business and industry committee members showed strong agreement that the SGI validation meeting was successfully conducted and a worthwhile use of their time.

The majority of those evaluating the meeting indicated strong agreement on every item of the 8 rated items evaluation instrument. Strongest scores (85%) went to the quality of the facilitator (Item 3). Weakest scores (47%) were given to the amount of advance information provided (Item 1). With the exception of Item 1 all items showed 99% + agreement of the respondents. The table on the next page summarizes the evaluation scores of the respondents.

Composite Statewide
Business and Industry Evaluations

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

N = 85

	SA	A	D	SD
1. Information provided prior to meeting was sufficient	40 (47%)	40 (47%)	5 (6%)	0
2. Meeting moved in a smooth and businesslike manner	61 (72%)	23 (27%)	1 (.01%)	0
3. Facilitator carried out duties in a positive and knowlegeable manner	72 (85%)	14 (15%)	0	0
4. Meeting was interesting and informative	55 (65%)	29 (34%)	1 (.01%)	0
5. Adequate time was allowed to complete the work.	50 (59%)	33 (39%)	2 (.02%)	0
6. Facilities were adequate.	65 (76%)	20 (24%)	0	0
7. My participation was a worthwhile activity.	57 (67%)	27 (32%)	1 (.01%)	0
8. I would recommend participation on TLV committees to co-workers	54 (64%)	28 (33%)	1 (.01%)	0

Table 5

"I felt the cross section of participants made the process effective because of representing a good cross section of Sussex County business and industry." -- Thomas Hyde, Ames Rubber Co., Hamburg.

Strengths and Weaknesses

On open-ended questions regarding strengths and weaknesses of the meeting, 62 (43%) of the committee members chose to respond with one or more comments on strengths. These comments were categorized as follows:

Composite Strengths Cited by Committee Members
N = 62

Active Participation by Employers	Importance of the Topic	Productivity of the Meeting	Facilitator Competence	Personal Value of the Experience
28 (45%)	21 (34%)	20 (32%)	19 (31%)	16 (26%)

Table 6

When asked in an open-ended question about weaknesses of the meeting, only 31 (21%) responded. Their responses were categorized as follows:

Composite Weaknesses Cited by Committee Members
N = 31

Lack of Time	Confusion Over Role of Committee In Larger Frame of Reference	Use of Ratings	Duplication of Indicators by Grade Levels	Terminology of Indicators
8 (26%)	7 (23%)	6 (19%)	4 (13%)	3 (10%)

Table 7

Miscellaneous weaknesses cited by under 10% of the respondents included comments on the weather, table size, ink color and room temperature. It should be noted that all 31 respondents noting weaknesses also cited one or more strengths of the meeting.

When analyzed there were no significant relationships found among strengths, weaknesses and county demographics. All facilitators received positive evaluations.

"Major strength . . . Moved swiftly -- effective -- the topic was very important." -- Carl Whitby, Broad Data Systems Inc., Tom's River.

Standards and Student Indicator Analysis

The standards consist of student indicators grouped on the basis of the substance of the indicators. The three standards are as follows:

Standard A: Self Assessment	21 student indicators
Standard B: Career Planning	29 student indicators
Standard C: Employability	33 student indicators

The goal of the validation process was to confirm that what educators had identified as state competencies needed and desired by New Jersey employers were indeed, correct. This discussion therefore concentrates on identifying those state indicators which were accepted without change, deleted, modified by either clarification or word change without losing the basic intent of the indicator, combined with other indicators or moved out of the standard category. Discussion is presented on statewide data on individual indicators within each category followed by a discussion of changes made by county.

Indicator Discussion

Standard A: Self Assessment

For the Self Assessment Standard, 12 of the 21 indicators were deleted by at least one of the county committees (See Table A). Seventeen of the 21 indicators were modified by at least one county committee. Four of the 21 indicators were combined with other indicators and two of the 21 were moved to another standard category by at least one county committee. Altogether, some change (deletions, modifications, combination, or move) was recommended for every one of the 21 indicators in the Self Assessment Standard.

Indicator 10 which concerned the "listing of strengths and weaknesses as related to career plan" was deleted the most frequently (by 3 of 18 counties = 17%). Indicators 3, 14 and 15 were deleted with the second greatest frequency (by 2 of 18 counties = 11%). Indicators 2, 4, 6, 9, 16, 18, 19 and 21 were each deleted by one of the 18 committees (6%).

Indicator 8 which concerned the "definitions of job requirements for various careers" was modified the most frequently (by 11 of the 18 counties = 61%). Indicator 3, which concerned "assessment of one's strengths and limitations addressed in planning one's career," was modified next most frequently (by 9 of 18 committees = 50%). In total, 15 of 21 indicators were modified by two or more counties (11% or more of the counties).

Self Assessment indicators 5, 11, 15 and 16 were seen as duplicating other indicators and were combined with those indicators. Indicators 15 and 16 were combined with other indicators by three of the 18 counties (17%). Each of these two indicators, 15 and 16, was moved from Standard A to Standard B by one of the 18 county committees (6%).

TABLE A: SELF ASSESSMENT

Student Indicator	Deleted	Modified	Combined	Moved
1. Define the relationship between work habits in school and the work place.		5 (28%)		
2. List high school graduation requirements for a diploma leading to entry into world of work.	1 (6%)	7 (39%)		
3. Assess one's strengths and limitations to be addressed in planning one's career.	2 (11%)	9 (50%)		
4. List personal interests, abilities and aptitudes.	1 (6%)	4 (22%)		
5. Identify personal strengths and weaknesses in communication, computation, & writing skills.		4 (22%)	1 (6%)	
6. Use self assessment information to choose appropriate courses.	1 (6%)	2 (11%)		
7. Identify the importance of making informed choices in high school course(s) of study to effectively prepare for career choices.		4 (22%)		
8. Define job requirements for various careers.		11 (61%)		
9. Identify work related skills associated with school course work.	1 (6%)	4 (22%)		
10. List individual strengths and weaknesses as they relate to career plan.	3 (17%)	4 (22%)		
11. Compare one's interests, abilities and aptitudes to career clusters and job families.			1 (6%)	
12. Improve personal strengths and weaknesses in communication, computation, and writing skills.		4 (22%)		
13. Monitor attainment of high school graduation requirements.		1 (6%)		
14. Participate in school and leisure activities related to career goals.	2 (11%)	3 (17%)		
15. Identify employer needs.	2 (11%)		3 (17%)	1 (6%)
16. Relate employer needs to personal needs.	1 (6%)	2 (11%)	3 (17%)	1 (6%)
17. Assess one's performance in vocational and academic course work and part-time employment to make informed career decision.		2 (11%)		
18. Assess one's vocational and career interests, abilities and aptitudes as they relate to postsecondary plans.	1 (6%)			
19. Use feedback from work experience programs to improve on the job performance.	1 (6%)	2 (11%)		
20. Demonstrate proficiency in communication, computation, and writing skills.		3 (17%)		
21. Identify occupations suited to personal interests and ability.	1 (6%)			

Standard B: Career Planning

Of the 29 student indicators in Standard B, 21 were deleted by at least one of the committees (See Table B). All but one student indicator were modified by one or more of the committees, and 14 were combined with other indicators by one or more of the committees. Altogether some change (deletion, modification, or combination) was recommended for all of the indicators by at least one county committee. No moves were recommended in Standard B.

Indicator 20 which concerned "employment of procedures necessary to prepare for career goals" was deleted by more counties than any other indicator (by 6 of 18 counties = 33%). Indicator 29 which concerned the "execution of plans to achieve postsecondary career path" was the second most frequently deleted indicator (by 5 of 18 counties = 28%)

The most frequently modified indicator was 18 which concerned the "updating of career plan" (by 10 of 18 counties = 56%). The second most frequently modified indicators were 12 ("identify the advantages and limitations of a specific career choice") and 21 ("review test scores"), each of which was modified by 6 of 18 counties (33%). Indicators 2 ("identify associated skills, education, and training requrements for each job") and 10 ("develop a career plan") were modified by 5 of 18 county committees (28%).

The most frequently combined indicators were 21 and 22 each of which was combined with other indicators by 5 of the committees (28%). Indicators which elicited the most reactions were 10, 18 and 21 with 50% or more of the county committees recommending deletion or modification.

Table B, below, summarizes the statewide responses for Standard B: Career Planning.

TABLE B: CAREER PLANNING

Student Indicator	Deleted	Modified	Combined
1. Identify jobs within career clusters.	1 (6%)	2 (11%)	1 (6%)
2. Identify associated skills, education and training requirements for each job.	1 (6%)	5 (28%)	1 (6%)
3. Recognize what opportunities exist in a variety of areas regardless of gender, national origin or race.		2 (11%)	
4. Identify resources available for career planning	1 (6%)	1 (6%)	
5. Research skills and personal traits inherent in each cluster.	2 (11%)	1 (6%)	1 (6%)
6. Identify methods to clarify personal career goals.	3(17%)	3(17%)	1 (6%)
7. Use decision making and problem solving techniques.		2 (11%)	
8. Formulate and plan high school goals.		2 (11%)	1 (6%)
9. Relate goals to course selection and planning.	2 (11%)	1 (6%)	1 (6%)
10. Develop a career plan.	3(17%)	5 (28%)	1 (6%)
11. Select high school courses commensurate with career plan.	4 (22%)	4 (22%)	
12. Identify the advantages and limitations of a specific career choice.		6 (33%)	
13. Research career clusters of interest regardless of gender national origin or race.	1 (6%)	3(17%)	
14. Use self-assessment information to select appropriate career preparation courses.		2 (11%)	1 (6%)
15. Clarify career preferences and goals.	2 (11%)	1 (6%)	
16. Implement four year high school goal.	2 (11%)	1 (6%)	2 (11%)
17. Relate long-term goals to course selection and planning.	2 (11%)	2 (11%)	2 (11%)
18. Update career plan.		10 (56%)	
19. Use decision making and problem solving techniques to determine course selection.	1 (6%)	1 (6%)	
20. Employ procedures necessary to prepare for career goals.	6 (33%)	2 (11%)	
21. Review test scores.	1 (6%)	6 (33%)	5 (28%)
22. Relate test score data to career planning.	1 (6%)	1 (6%)	5 (28%)
23. Assess goals commensurate with personal strengths & limitations.	1 (6%)	3(17%)	
24. Evaluate career direction and opportunities.		2 (11%)	
25. Use feedback from career exploration and academic and vocational coursework to re-evaluate career goals.	3(17%)	1 (6%)	
26. Identify personal career obstacles and alternatives to cope with them.		3(17%)	
27. Implement a career plan.	1 (6%)	1 (6%)	2 (11%)
28. Identify the steps needed to achieve same.	2 (11%)	3(17%)	2 (11%)
29. Execute plans to achieve postsecondary career path.	5 (28%)		

Standard C: Employability

For the Employability Standard, nearly half (16 of 33) of the indicators were deleted by at least one of the county committees (See Table C). Thirty of the 33 indicators were modified by at least one committee. Nine of the 33 indicators were combined with other indicators and two of the 33 were moved to other standards by at least one committee. Altogether, some change (deletion, modification, combination, or move) was recommended for all but one of the indicators by at least one of the county committees.

Indicator 23 which concerned the "examination of interests and abilities related to occupations" was deleted by 3 of the 18 counties (17%). Five of the indicators (2,7, 8, 11 and 15) were deleted by 2 of the 18 counties (11%).

Indicator 3 which concerned the "description of working papers, social security numbers and applications needed to obtain employment" was modified most frequently (by 8 of 18 counties = 44%). The second most frequently modified indicator, 21, which concerned the "recognition that formal education furthers one's career development," was modified by 7 of 18 counties (39%).

Indicators 5, 14 and 15 were combined with other indicators by 2 of 18 counties (11%). Indicators 21 and 31 were each moved to other standards by one of the county committees (6%).

TABLE C: EMPLOYABILITY

Student Indicator	Deleted	Modified	Combined	Moved
1. List basic skill requirements needed to obtain a job.	1 (6%)	2 (11%)	1 (6%)	
2. Cite examples of the changing nature of the job market and its relationship to informed high school course selection.	2 (11%)	5 (28%)	1 (6%)	
3. Describe working papers, social security numbers and applications needed to obtain employment.	1 (6%)	8 (44%)		
4. Identify community resources to obtain career information.	1 (6%)	3 (17%)	1 (6%)	
5. Identify sources of job information.	1 (6%)		2 (11%)	
6. Identify the terminology found on job applications.	1 (6%)	2 (11%)	1 (6%)	
7. Define the terms "marketability" and "skills" as they relate to abilities.	2 (11%)	3 (17%)		
8. Identify processes and procedures to obtain employment.	2 (11%)	1 (6%)		
9. Develop skills through all work experiences, paid and unpaid, which relate to career plan.		6 (33%)		
10. Identify the transferable nature of job skills from one occupation to another.	1 (6%)	1 (6%)		
11. Identify skills needed for chosen occupations.	2 (11%)	2 (11%)		
12 .Investigate new and emerging occupations.		1 (6%)		
13. Consider the effects of technological advances on various occupations.	1 (6%)	1 (6%)		
14. Define such terms as "job outlook," "aptitude, "working conditions"		5 (28%)	2 (11%)	
15. Identify these elements of various occupations.	2 (11%)	1 (6%)	2 (11%)	
16. Develop job and career researching skills.			1 (6%)	
17. Participate in job and career exploration activities.		1 (6%)	1 (6%)	
18. Improve basic skills necessary to obtain a job.		2 (11%)		
19. Complete written job application accurately.		2 (11%)		
20. Obtain feedback from peers, employers, parents, teachers to evaluate employability skills.		3 (17%)		
Continued on next page				

TABLE C: EMPLOYABILITY. . . .CONTINUED

Student Indicator	Deleted	Modified	Combined	Moved
21. Recognize that formal education furthers one's career development		7 (39%)		1 (6%)
22. Identify potential employment sites.		3 (17%)		
23. Examine interests and abilities related to occupations.	3 (17%)	2 (11%)		
24. Demonstrate job interviewing and job seeking skills.				
25. Acquire proficiencies in selected vocational and academiC course work.		3 (17%)		
26. Demonstrate reliability and responsibility in a job experience setting.		5 (28%)		
27. Identify job skills acquired through part-time, co-op and work study employment, shadowing, interning or other experiential learning activities.		2 (11%)		
28. Complete high school graduation requirements as a prerequisite for postsecondary options.		1 (6%)		
29. Write a resume or personal profile identifying career goals, personal assets and work experience.		1 (6%)		
30. Contact outside agents and agencies to assist with employment.	1 (6%)	2 (11%)		
31. Use job labor market information to project employment.	1 (6%)	5 (28%)		1 (6%)
32. Formulate and complete the procedures necessary to achieve postsecondary career goals.		4 (22%)		
33. Apply basic skills and apply job seeking skills to secure a job.	1 (6%)	3 (17%)		

County Discussion

Responses by individual county committees were examined to determine if significant differences existed among the counties (See Table D). Fourteen of the 18 county committees (78%) deleted from 1 to 25% of the indicators and 17 of 18 committees (94%) made modifications of 1 to 29% of the indicators. Six of the 18 committees (33%) recommended indicators be combined. Two counties selected to move indicators to other standard categories. Counties are listed in descending size of population.

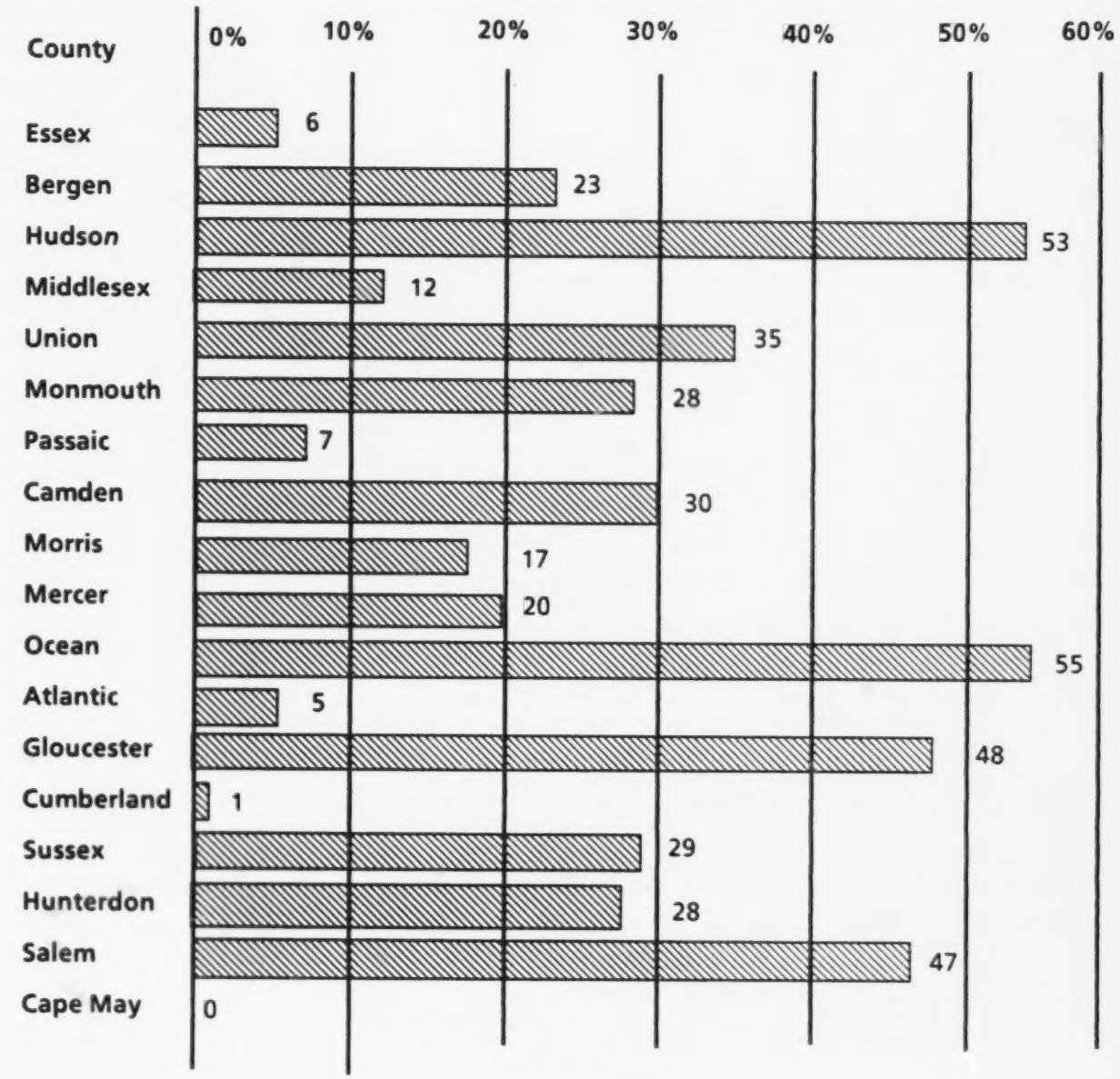
TABLE D: County Deletions, Modifications, Combinations and Moves

County by Population	Deletions	Modifications	Combinations	Moves
1. Essex	1 (1%)	4 (5%)		
2. Bergen	1 (1%)	18 (22%)		
3. Hudson	19 (23%)	21 (25%)	4 (5%)	
4. Middlesex		6 (7%)	4 (5%)	
5. Union	5 (6%)	24 (29%)		
6. Monmouth	11 (13%)	12 (14%)		
7. Passaic		6 (7%)		
8. Camden	5 (6%)	20 (24%)		
9. Morris	5 (6%)	9 (11%)		
10. Mercer	3 (4%)	14 (17%)		
11. Ocean	21 (25%)	23 (28%)		2 (2%)
12. Atlantic	1 (1%)	3 (4%)		
13. Gloucester	3 (4%)	17 (20%)	20 (24%)	
14. Cumberland		1 (1%)		
15. Sussex	2 (2%)	18 (22%)	2 (2%)	2 (2%)
16. Hunterdon	1 (1%)	20 (24%)	2 (2%)	
17. Salem	7 (8%)	18 (22%)	14 (17%)	
18. Cape May				

The greatest disagreement with the standards occurred for Ocean County, for which the county committee recommended some change (deletions, modifications, combination, or move) for 55% of the indicators. Cape May County recommended no changes in any of the indicators. On the average, the county committees recommended some change (deletions, modifications, etc.,) on 25% of the indicators. See Table E on the next page.

Table F summarizes committee demographics data, sums and averages along with decisions for deletions and modifications made by county.

Table E: Percentage of Changes (Deletions, Modifications, Combinations, Moves) Recommended by Committees. *



* Counties are ordered by population from high to low.

Table F: County Demographics Totals, Indicator Decisions and Averages

County by Population	Total Members	M	F	Min.	Sm	M	L	IND	SVC	GOV	% Agrmt.	% Del.	% Mod.	% Comb.
Essex	9	4	5	1	1	1	7	1	7	1	94	1	5	
Bergen	9	4	5	1	0	2	7	3	4	1	77	1	22	
Hudson	7	5	2	2	2	3	2	3	3	1	47	23	25	5
Middlesex	7	5	2	0	1	2	4	3	3	1	88	--	7	5
Union	5	2	3	2	2	0	3	2	3	0	65	6	29	
Monmouth	11	4	7	1	2	2	7	4	7	0	72	13	14	
Passaic	9	3	6	0	1	2	6	2	6	1	93	--	7	
Camden	6	3	3	0	3	0	3	3	3	0	70	6	24	
Morris	8	7	1	0	4	0	4	2	6	0	83	6	11	
Mercer	8	2	6	0	0	0	8	3	4	1	80	4	17	
Ocean	9	5	4	1	1	3	5	2	6	1	45	25	28	
Atlantic	5	1	4	0	0	0	5	2	2	1	95	1	4	
Gloucester	8	7	1	1	1	0	7	0	5	3	52	4	20	24
Cumberland	8	7	1	1	5	0	3	0	5	3	99	--	1	
Sussex	10	8	2	0	4	2	4	2	7	1	71	2	22	2
Hunterdon	10	4	6	0	6	2	2	1	9	0	72	1	24	2
Salem	7	6	1	1	1	1	5	4	1	2	53	8	22	17
Cape May	9	5	4	0	2	2	5	1	4	4	100	--	--	
N = 18 Counties N = 145 Committee Members	145	82	63	11	36	22	87	38	85	21 (1)*	75% Avg.	6% Avg.	16% Avg.	3% Avg.

* Not-for-profit agency representative

Additions to Indicators

Committees were asked to verify each of the 83 student indicators and were asked if any indicators were missing. Those which were identified as missing and received consensual agreement of the committee were added.

Nine counties added indicators with Morris and Salem counties each adding four indicators, the most in any single committee. Below are the indicators which were added.

1. Identify entry level salary for various occupations.
2. Identify how good interpersonal skills lead to job advancement.
3. Recognize that choices are not limited by gender, religion, national origin or race.
4. The student must be able to explain the importance of job interviewing and job seeking skills.
5. Recognize the need for continuous basic skills development.
6. Understand academic performance standards.
7. List courses necessary for a particular field or career.
8. Identify vocational strengths and weaknesses through vocational aptitude testing.
9. Participate in job and career exploration.
10. Develop an understanding of personal success.
11. Identify workplace rules and regulations.
12. Recognize entrepreneurial skills and opportunities.
13. Demonstrate economic literacy.
14. Recognize the current skills needed for employment in his or her chosen field.
15. Identify age-appropriate jobs.
16. Understand responsibilities associated with employment.
17. Explore financial resources available to achieve postsecondary education.
18. Formulate postsecondary plans.
19. Identify and define the economics and profitability of a free enterprise system.
20. Identify OSHA requirements.
21. Identify union/non union regulated environments.

A review of the indicators added shows that the committees were anxious that their most pressing concerns be heeded by the schools and state department. Many of the additions are elaborations on the original 83 indicators. These additions should be attended to as suplemental to the overall standards and may have implications for other curriculum development projects.

Analysis of additions showed no distinct relationship among those counties which made additions, and those which had a significant number of deletions or modifications or to size or location of county.

Committee Concerns

Many facilitators reported that committee members required a certain period of the committee time to be devoted to concerns that went beyond the standards to general education. The pilot committee explored this phenomenon which is common to all such committees once members perceive that their input is sincerely sought.

Eight of the 18 (44%) committees submitted additional business and industry concerns and recommendations. One Morris County member brought an article featuring quotes by Commissioner Saul Cooperman as a point of departure for the discussion.

Concerns

- -- dissatisfaction with previous graduates of the educational system hired by the business
- -- lack of work ethic and integrity.
- -- Parent support and influence; home ethics
- -- school attendance
- -- drug and alcohol issues
- -- technology in curriculum
- -- lack of realistic salary expectations.
- -- lack of long term career planning vs. instant gratification
- -- training for handicapped.

Recommendations

- -- communication with school and business and industry essential
- -- need to concentrate on basic skills
- -- need to stress punctuality and appropriate dress
- -- business should be included in curriculum review in all areas.
- -- need for problem solving and decision making skills
- -- business visitation by teachers.

Comment from a Morris County committee member:

"I do feel we should be working on the personal skills in the lower grades and then a career path in the future."

Facilitator Experiences

Facilitators often submitted additional information to the committee data as examples of the successes of their committees. Since the validation activity was seen to be a positive community involvement, facilitators were encouraged to seek newspaper coverage for the committee's work such as in Sussex and Monmouth counties which appear on the next page. Whenever possible, other school administrators were asked to be involved in the committee's welcome or to present certificates of appreciation.

Facilitators exhibited their own styles in promoting and conducting the meetings. As examples, facilitators in Atlantic City experimented with pre-printed cards, and Hunterdon's facilitator developed a set of transparencies for her committee's orientation integrating information on the school's guidance project.

At the Morris County meeting a committee member was so taken with the potential impact of the committee's work, he developed a guidance based curriculum to address the addition of a standard titled "Develop Economic Literacy" and "Recognize Entrepreneurial Skills and Opportunities."

ASBURY PARK PRESS- OCTOBER 7, 1987

Guidelines for careers studied

By JOSEPH FISHER
Press Correspondent

REPRESENTATIVES FROM a cross-section of Ocean County businesses spent yesterday assessing and reconstructing a series of state-proposed career planning guidelines to be used in public schools across New Jersey.

The state Department of Education is developing a standard outline for such guidance curricula and is seeking recommendations from the business sector in all 21 counties.

Yesterday's round-table discussion at Ocean County College, Dover Township, with various businesses — both small and large, private and governmental — was the first in a series to be held statewide.

"Educators, for the most part, have put the documents together, and the missing link, so to speak, is input from business and industry," said Ilene Schwaber, project director with the state Department of Education.

"Rather than working in a vacuum, we wanted to find out if what we're doing will meet the employer's needs when the student graduates," Mrs. Schwaber said.

The object at yesterday's group discussion was to provide the state with "constructive suggestions, and not negative criticism," of a draft set of counseling program standards aimed at students in grades 7-12, Mrs. Schwaber said.

Findings from similar discussions held across the state will be used to develop a final set of recommended guidelines, she said.

The plan is designed to give school guidance counselors "a guideline of what we would like at the state level to be accomplished by the time the students finish high school," Mrs. Schwaber said.

No such guidelines now exist. The quality of career counseling varies greatly by state school districts, she said.

Nancy Polonitza, a guidance counselor at Ocean County College, said college courses for guidance counselors fall short in terms of career planning.

"The career courses are a joke," she said. "They're taking field trips to diesel cleaning companies."

Ms. Polonitza said career courses are important, adding some researchers have estimated 90 percent of American workers are dissatisfied with their careers.

Just as mathematics, English and writing skills must be mastered to graduate high school, students should receive a standardized, efficient level of counseling — particularly in regard to planning their future, Mrs. Schwaber said.

Although the plan is being drafted by the state education department's Bureau of Vocational Education, the recommendations will apply to all students. The project is under the auspice of Gordon Ascher, assistant education commissioner.

Areas of the proposal considered by the business people yesterday concerned students' self-assessment, career planning and decision making in terms of employment.

Carl Whitby, a business representative from Brand Data Systems, Dover Township, said he was impressed by the state's efforts to improve counseling.

Whitby said the only assistance in career planning he got in high school almost 20 years ago was the Scholastic Aptitude Test (SAT).

Other businesses represented yesterday were Fellows, Read & Associates, The Asbury Park Press, Lakehurst Naval Engineering Station, Van Note Lumber, Beachcomber Hair Stylist, Macy's, Southern Ocean County Hospital and McDonald's.

"We . . . need more of this type of school/business involvement. I'm interested in future projects." -- Marc Porcoro, Clinton Ford, Clinton

11/22/87
Sunday paper

REFINING STANDARDS — Bob Swetnam, Richard Clark, Bob Coburn, Thomas Hyde, Joan Riccardi and Marvin Strauzer, from left, are advised by Sussex County Vocational-Technical public information officer Glenn Cohen.

Panel to evaluate school services

SPARTA — Ten members of the Sussex County Chamber of Commerce will serve on a business and industry verification committee as part of a state initiative to involve employers in refining and validating New Jersey's guidance and counseling standards. The committee will work with the Sussex County Vocational-Technical School and other schools.

Local employers included on the Verification Committee include: Richard Clark of Dolan and Dolan, Robert Coburn of Hidden Valley, James Collins of The New Jersey Herald, William Faust of United Telephone Co., Thomas Hyde of Ames Rubber, Gregg Livick of Lafayette House, Joan Riccardi of Newton Service Agency, Robert Swetnam of Selective Risks Insurance Co., Marvin Strauzer of WIXL/WNNJ Radio and Tricia Sidevy of Special Excursions.

SUMMARY AND CONCLUSIONS

It was the intent of the facilitator training to prepare county facilitators to apply selected group processing skills and procedures for validation within the context of guidance standards and indicators. All participants were satisfied with the quality of training and its applicability to their situation and had a high degree of confidence in their abilities to conduct the validation committee meetings using SGI techiques.

Demographic and evaluation data indicate that facilitators applied the training to successfully conduct county meetings of a positive nature with useable outcomes.

It was the intent of the analysis to determine the level of agreement by business and industry with guidance counselors generated student indicators. While there is a high degree of agreement, at an average of 75% across counties and indicators, the percentage and frequency of changes, deletions and modifications shows a difference of emphasis. The high frequency of modifications indicate a mismatch in understanding of the meaning of a large number of indicators. Business and industry changed and modified indicators to be meaningful to them.

The frequency of deletions across all three standards indicates that business and industry prefers fewer and more succinct indicators. Thefrequency of modifications supports the notion that educational terminology may be a factor in communication with business and industry.

There appeared to be no relationship between the size of county and level of agreement, deletions or modifications, nor was there a strong relationship between committee characteristics and decisions to agree, delete or modify.

Analysis of indicators showed that content items receiving consistently high agreement related to meeting graduation requirements while those receiving the least agreement were related to personal needs.

Most often deleted items were those seen as duplications from one grade level to another. These were not eliminated prior to the validations due to their adherence to the change model employed by the originating committee. Committees tended to delete ambiguous indicators and indicators which were stated several times in different grade levels. This supports the contention that business and industry are interested more in what will be the state indicators rather than when or at what level the indicators are addressed in the counseling program.

From the statistical analysis, coupled with the findings from the facilitator and employer evaluations, it is clear that:

1. Business and industry were enthusiastic in regard to being involved in the counseling program planning.

2. Business and industry responded positively to the SGI methods used.

3. Business and industry preferred indicators more simply written than typical educational jargon.

4. Business and industry preferred a list of indicators with simple rankings (i.e., keep or delete)

5. Business and industry preferred to deal with indicators without regard to grade level.

6. Consensual ratings had no relationship to committee make-up or size of county.

7. An average difference of 25% existed between educator generated competencies and business and industry preferences.

8. Counselors trained as facilitators convened committees which adequately reflected the business and industry makeup of their counties and the state.

9. Project design and training content was applicable and appropriate to the validations of counseloring standards and indicators.

10. Administrators and counselors involved in the program developed a rapport with business and industry in their counties and an appreciation of the value of business and industry involvement and their contributions as a result of the project.

RECOMMENDATIONS FOR THE FUTURE

This New Jersey guidance and counseling program has distinguished itself by being the only statewide guidance effort in the U.S. to formally involve the business community. It is evident from the committee's evaluations and the facilitators' reports that it is a welcomed and long overdue exchange. It is also evident that the SGI techniques provide an appropriate and useful methodology for this exchange.

New Jersey should build on the local contacts begun through this effort. The following recommendations are provided as a springboard for local and state guidance personnel to use in creatively enhancing the positive portions of this activity.

1. Review the project findings and procedures with the U.S. Department of Education as an example of exemplary local involvement. Other agencies which would be interested in the process include: National Center for Research in Vocational Education; national and state guidance and counseling associations; U.S. and state departments of labor; national and state occupational information coordinating councils; national and state councils on vocational education; and the American Vocational Association.

2. Utilize facilitators to conduct committee meetings on other state and local priorities such as the State Technical Committees required by Federal vocational legislation or the local curriculum development efforts which require use of an advisory committee. Use facilitators as an enhancement to the Governors 10K project.

3. Disseminate project findings through the National Network for Curriculum Coordination in Vocational and Technical Education.

4. Encourage facilitators to host an inservice meeting of all counselors in their county to review the findings and experiences of the business and industry validation committee. Business and industry representatives could be invited back for this meeting.

5. Utilize findings, especially those items emphasized by the committees as additions to the indicators (page 27) as a source of information in planning for the 10,000 Jobs for 10,000 Graduates initiative.

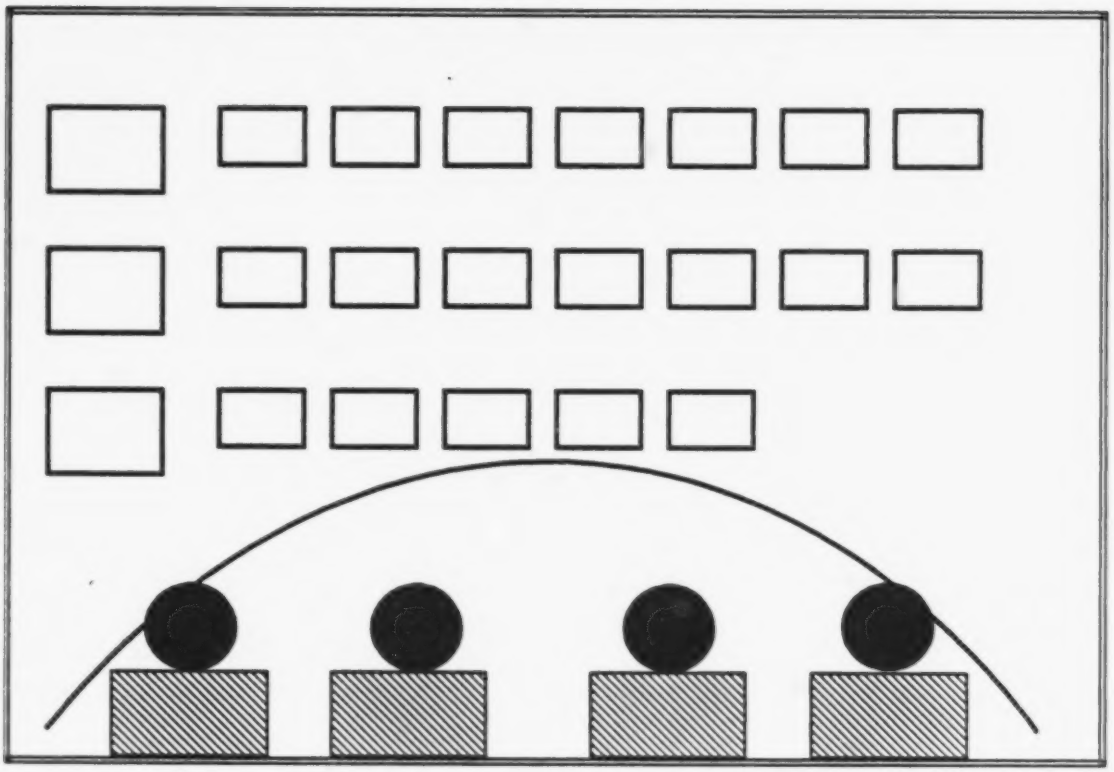
6. Utilize findings to determine future direction for guidance and counseling program in New Jersey.

"A very worthwhile program to assist students to become productive in their careers and for their self-satisfaction in life. Please send me results of the meeting and final outcome of the program. I would like to participate in future programs. A valuable experience for me! -- Larry Welsh, President, Meriden Block & Supply Company, Rockaway

Appendix A

Working Draft

Validation Committee Member Booklet



1987 - 88

NEW JERSEY STATEWIDE VALIDATION OF CAREER AND VOCATIONAL GUIDANCE AND COUNSELING STANDARDS

1987-88
School Year

Dear Validation Committee Member :

Thank you for participating in the New Jersey Statewide Validation of Career and Vocational Guidance and Counseling Standards. The results of your participation on the committee will be used in schools throughout the state. Approximately 210 New Jersey employers will participate in this major project.

Market Sensitivity

There is a movement in New Jersey to assure that all vocational programs are market sensitive -- that graduates of New Jersey public education have the good work habits, attitudes, knowledges and skills to make them desirable employees.

Career guidance provided to students is a critical element in developing desirable traits and skills. The New Jersey Division of Vocational Education has developed a set of standards which New Jersey guidance and counseling personnel are to use in their schools. These standards have been developed by expert counselors based on their experience. The task of the Business and Industry Validation Committee is to assure that the standards reflect and will produce what the New Jersey employer expects of desirable employees -- that the guidance standards are sensitive to the needs of the market.

Booklet

The purpose of this booklet is to provide you with an advance working copy of the Guidance Standards and to explain the process which will be used during the committee meeting. The standards are still in rough draft. You will find some duplications and omissions. Educational terminology, or jargon, which may be confusing is defined in a separate appendix to this booklet. Please review the booklet and rate each one of the standards as indicated on the scale before the meeting. Please also complete the form on the last page of the booklet. It is **important to bring the booklet with you to the meeting**.

Thank you for accepting the challenge of assisting New Jersey in this bold initiative of validating guidance standards by New Jersey employers. We hope that your participation will be useful for you as well as for us.

Sincerely,

New Jersey Division of
Vocational Education

Why Career Vocational Guidance and Counseling Standards?

The political, economic, and sociological climate of our nation necessitates that each learner become an informed decision maker and planner. Achieving and maintaining skills necessary to compete in the world of work is a developmental process that begins in early childhood and extends throughout one's lifetime. Schools, home, and communities share responsibility for the extent to which citizens are able to achieve and maintain economic independence. During the school years, guidance and counseling personnel are responsible for coordinating and conducting activities which assist students with the educational and career planning necessary for them to compete effectively in the world of work.

Career/Vocational Guidance and Counseling is an integral part of each school's total educational program. The process is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, parents, business and industry, and the community at large. The Career/Vocational Guidance and Counseling Program includes:

- a Career/Vocational Guidance and Counseling curriculum;
- individualized planning with students and their parents for successful entry into the world of work.
- responsible counseling, consultation and referral; and
- program management and evaluation.

These guidelines and counseling program standards are designed to address the needs of all students by helping them acquire competencies in career exploration and planning, knowledge of self and others and education and career development. Implementation of this program will ensure that all students have the skills needed to make informed career decisions.

Draft Program
Standards Book

What Are The Guidance Standards?

The Model

A Comprehensive Guidance and Counseling Program is composed of both a structural and a program component. The structural component consists of facilities and budget. The program component includes a guidance curriculum, individual student planning, responsive services and systems support. A comprehensive guidance and counseling program should address personal counseling, crisis counseling, and career and academic planning. This document addresses an integral part of the comprehensive guidance program: the career and vocational guidance program.

The Career and Vocational Guidance and Counseling Program Standards, Grades 7 through 12, identify outcome goals, learner competencies and counselor strategies providing the youth of New Jersey with self awareness, career and labor market information and career development techniques. The implementation of these standards is critical for the learner to successfully make the transition into a changing world of work as a productive, self sufficient adult.

The New Jersey Department of Education, Division of Vocational Education, has identified career/vocational guidance and counseling elements which are necessary for implementation of this program. These elements fit into structural and programmatic components which mirror the intent of state and federal legislation.

This program is designed to assist learners in their career development to:

- acquire self assessment, career planning, decision making and employment skills;
- assess career and vocational interests, abilities, and aptitudes;
- clarify career goals;
- obtain and use job related information;
- develop job skills; and
- make the transition between education and work.

The New Jersey Department of Education, Division of Vocational Education has identified two major components with eighteen critical elements * which comprise the program. They are identified as:

Structural Components

- Career and job placement counselor
- Career resource center

* See appendix for definitions

Program Components

Guidance Curriculum

- Individual student career profile with accompanying parent reinforcement activities
- Developmental group guidance services
- Peer facilitator activities
- Shadowing/intern program
- Career days
- Career seminars including business/industry speakers
- Student follow up surveys

Individual Planning

- Student assessment services
- Computerized guidance information services

Responsive Services

- Coordinated efforts with cooperative education programs
- Coordinated efforts with prevocational programs
- Coordinated efforts with apprenticeship programs
- Coordinated efforts with Job Training Partnership Act

Systems Support

- Comprehensive evaluation plan
- In-service training for faculty and administration
- Community advisory boards

This program requires coordination and direct service delivery by a certified guidance counselor linking with school personnel, including administrators, child study teams, school faculty, ancillary staff as well as parents, community and business/industry leaders.

These eighteen program elements provide the structure for the varied strategies and techniques the counselor may employ to achieve specific learner competencies. These elements may be used in their entirety or a district may elect to select those which may be most applicable in their district setting.

It's Not Just Another Meeting. . .

The New Jersey Division of Vocational Education is committed to involving key New Jersey employers in the development of the state guidance and counseling program in an important way.

Someone once said that timing is everything, and, in this program development effort the timing of your input to the guidance standards is everything. After they are fully developed and implemented is too late for the developers to ask your advice.

Now, while the standards are new and modification can be made to accommodate the variety of regional preferences, is the most efficient and effective time to ask for your help.

The Validation Committee is made up of carefully selected employers who have a demonstrated commitment to education. The committee's time will be used to, within the one day meeting, complete a validated task/standard list.

Validation:

- adds clarification to standards based on the needs of the employer.
- notes special employment practices used by New Jersey employers.
- increases public relations benefits for both the education and employment communities.
- identifies "missed" standards.

Why a Committee?

- Business and industry representatives are the best source of valid information on their hiring expectations and needs.
- A committee takes authority and responsibility for the quality of the final set of standards.
- A committee allows for representation of a variety of businesses and industries.
- A committee allows for immediate feedback and clarification.
- Observers learn from the committee's discusssion.
- A committee builds additional credibility into the program.

Does This Sound Like You?

A desirable committee member should be:

- capable of verbalizing in a positive manner.
- open to innovation.
- confident.
- an advocate of quality career/vocational guidance and counseling.
- capable of participating throughout the entire meeting.

Who Participates In The Meeting?

The Committee

- Committee members are employers or supervisors with knowledge of the business and industry employment needs.
- The committee works as a group to produce the final validated listing of tasks/standards. Consensus is required for each.
- Active involvement throughout the meeting is essential to ensure a thorough and complete review of each task/standard.

The Facilitator

- A group facilitator works with the committee to:

  Explain the process.
  Keep the committee on schedule.
  Help the group reach consensus.
  Assist in terminology use.

Counselors/instructors

- Counseling and training personnel are encouraged to attend the committee meeting to observe the committee's work. Their role is to learn about the concerns and issues of the employing community by listening to the committee's discussion.

The Process of Validation. . .

The one-day meeting will include 6 - 10 carefully selected committee members who, like yourself, have met the criteria for committee membership.

A facilitator will provide an orientation to the agenda and the meeting procedures taking any questions before the actual validation begins.

After all questions have been answered the facilitator will ask the committee to look at each standard and make a decision, by group consensus, of whether to:

- keep the standard as is.
- modify or clarify the standard.
- delete the standard.
- add "missed" standards.

Standards are categorized by the 3 main readings of:

A. Self Assessment
B. Career Planning and Decision Making
C. Employability.

There will be ample opportunity for discussion and clarification in order for the group to reach consensus on the standards.

The end result of the process is a validated list which will be used as the basis for the New Jersey Guidance Program.

At the end of the committee meeting the committee members are officially finished with their work. Members will be provided with a copy of the finalized list as a followup to the meeting. Many committee members may find the list useful in their own business and industry.

Committee members and their affiliations will be credited as having validated the standards.

How To Use This Booklet. . .

A lot of hard work went into the development of the original list of standards which you are being asked to validate. The dedicated counselors who developed the list recognize the need and value of your perspective. They do not wish to develop a program of limited value to the student or you as an employer.

The following section of this booklet gives you a preview of the standards and you are requested to look these over prior to the meeting and to rate each one <u>BEFORE THE MEETING.</u>

An unwritten "stem" is used with each standard. It reads "The student must be able to. . . " followed by the standard. So, Standard A1 will read:

(The student must be able to) "Define the relationship between work habits in school and the work place."

The booklet will be used during the meeting, so please bring it with you.

When You Come To The Meeting . . .

We realize that you are a busy person and we greatly appreciate your willingness to serve on the committee.

In order for the committee meeting to function smoothly and on time we request the following:

- Rate each indicator using the scale before the meeting!
- Be on time and prepared to stay for the entire meeting.
- Review the booklet and formulate your thoughts on the philosophy of career/vocational guidance and counseling in the public schools.
- Be prepared to contribute to the discussion in a positive manner.
- Be prepared for an exhausting but exciting meeting!

New Jersey Statewide Validation of Guidance Standards

Agenda

Objective: To validate statewide standards for career guidance.

Materials: Committee Member Booklet

* * * * * * * * * * *

I. Welcome and Introductions

II. Orientation to the Validation Process
Questions and Discussion

III. Validation of Standards

IV. Other Options as Desired
Closure

Career and Vocational Guidance and Counseling Program Standards
Grades 7 - 12

Unwritten stem
The student must be able to:

Instructions: Please place an "X" in the column which reflects your rating of each element.
5 = Very Important, 4 = Important 3 = Less Important , 2 = Least Important, 1 = No opinion.

	Standards & Indicators Ratings:	5	4	3	2	1
GRADES 7 & 8	**STANDARD:** **A. SELF ASSESSMENT** 1. Define the relationship between work habits in school and the work place. 2. List high school graduation requirements for a diploma leading to entry into the world of work. 3. Assess one's strengths and limitations to be addressed in planning one's career. 4. List personal interests, abilities and aptitudes. 5. Identify personal strengths and weaknesses in communication, computation, and writing skills. 6. Use self assessment information to choose appropriate courses.					
GRADES 9 & 10	7. Identify the importance of making informed choices in high school course(s) of study to effectively prepare for career choices. 8. Define job requirements for various careers. 9. Identify work related skills associated with school course work. 10. List individual strengths and weaknesses as they relate to career plan. 11. Compare one's interests, abilities and aptitudes to career clusters and job families. 12. Improve personal strengths and weaknesses in communication, computation, and writing skills. 13. Monitor attainment of high school graduation requirements. 14. Participate in school and leisure activities related to career goals.					
GRADES 11 & 12	15. Identify employer needs. 16. Relate employer needs to personal needs. 17. Assess one's performance in vocational and academic course work and part-time employment to make informed career decision. 18. Assess one's vocational and career interests, abilities and aptitudes as they relate to postsecondary plans. 19. Use feedback from work experience programs to improve on the job performance. 20. Demonstrate proficiency in communication, computation, and writing skills. 21. Identify occupations suited to personal interests and ability.					

Career and Vocational Guidance and Counseling Program Standards
Grades 7 - 12

Unwritten stem
The student must be able to:

5 = Very Important, 4 = Important 3 = Less Important , 2 = Least Important, 1 = No opinion.

	Standards & Indicators	Ratings:	5	4	3	2	1
GRADES 7 & 8	**STANDARD:** **B. CAREER PLANNING AND DECISION MAKING** 1. Identify jobs within career clusters. 2. Identify associated skills, education and training requirements for each job. 3. Recognize what opportunities exist in a variety of areas regardless of gender, national origin or race. 4. Identify resources available for career planning. 5. Research skills and personal traits inherent in each cluster. 6. Identify methods to clarify personal career goals. 7. Use decision making and problem solving techniques. 8. Formulate and plan high school goals. 9. Relate goals to course selection and planning. 10. Develop a career plan. 11. Select high school courses commensurate with career plan.						
GRADES 9 & 10	12. Identify the advantages and limitations of a specific career choice. 13. Research career clusters of interest regardless of gender, national origin or race. 14. Use self-assessment information to select appropriate career preparation courses. 15. Clarify career preferences and goals. 16. Implement four year high school goal. 17. Relate long-term goals to course selection and planning. 18. Update career plan. 19. Use decision making and problem solving techniques to determine course selection. 20. Employ procedures necessary to prepare for career goals. 21. Review test scores. 22. Relate test score data to career planning.						
GRADES 11 & 12	23. Assess goals commensurate with personal strengths & limitations. 24. Evaluate career direction and opportunities. 25. Use feedback from career exploration and academic and vocational coursework to re-evaluate career goals. 26. Identify personal career obstacles and alternatives to cope with them. 27. Implement a career plan. 28. Identify the steps needed to achieve same. 29. Execute plans to achieve postsecondary career path.						

Career and Vocational Guidance and Counseling Program Standards
Grades 7 - 12

Unwritten stem
The student must be able to:

5 = Very Important, 4 = Important 3 = Less Important , 2 = Least Important, 1 = No opinion.

	Standards & Indicators	Ratings:	5	4	3	2	1
GRADES 7 & 8	**STANDARD:**						
	C. EMPLOYABILITY						
	1. List basic skill requirements needed to obtain a job.						
	2. Cite examples of the changing nature of the job market and its relationship to informed high school course selection.						
	3. Describe working papers, social security numbers and applications needed to obtain employment.						
	4. Identify community resources to obtain career information.						
	5. Identify sources of job information.						
	6. Identify the terminology found on job applications.						
	7. Define the terms "marketability" and "skills" as they relate to abilities.						
	8. Identify processes and procedures to obtain employment.						
GRADES 9 & 10	9. Develop skills through all work experiences, paid and unpaid, which relate to career plan.						
	10. Identify the transferable nature of job skills from one occupation to another.						
	11. Identify skills needed for chosen occupations.						
	12. Investigate new and emerging occupations.						
	13. Consider the effects of technological advances on various occupations.						
	14. Define such terms as "job outlook," "aptitude," "working conditions".						
	15. Identify these elements of various occupations.						
	16. Develop job and career researching skills.						
	17. Participate in job and career exploration activities.						
	18. Improve basic skills necessary to obtain a job.						
	19. Complete written job application accurately.						
	20. Obtain feedback from peers, employers, parents, teachers to evaluate employability skills.						

Continued. . .

Career and Vocational Guidance and Counseling Program Standards
Grades 7 - 12

Unwritten stem
The student must be able to:

5 = Very Important, 4 = Important 3 = Less Important , 2 = Least Important, 1 = No opinion.

	Standards & Indicators	Ratings:	5	4	3	2	1
GRADES 11 & 12	**C. EMPLOYABILITY**						
	21. Recognize that formal education furthers one's career development.						
	22. Identify potential employment sites.						
	23. Examine interests and abilities related to occupations.						
	24. Demonstrate job interviewing and job seeking skills.						
	25. Acquire proficiencies in selected vocational and academic course work.						
	26. Demonstrate reliability and responsibility in a job experience setting.						
	27. Identify job skills acquired through part-time, co-op and work study employment, shadowing, interning or other experiential learning activities.						
	28. Complete high school graduation requirements as a prerequisite for postsecondary options.						
	29. Write a resume or personal profile identifying career goals, personal assets and work experience.						
	30. Contact outside agents and agencies to assist with employment.						
	31. Use job labor market information to project employment.						
	32. Formulate and complete the procedures necessary to achieve postsecondary career goals.						
	33. Apply basic skills and apply job seeking skills to secure a job.						

Business & Industry Validation Member Information

Name _____

Address _____

_____

Company Name _____

Business Address _____

_____

Telephone _____

Type of Business:

_____ Industrial -- production oriented businesses or organizations; and is further defined as people, material and equipment organized to provide goods. This may include the marketing of those goods.

_____ Service -- based solely upon distribution and sales of goods and services.

_____ Governmental -- city, county, state and Federal organizations which generally are concerned with providing services.

Size of Business *

_____ Small (3 - 25 employees)

_____ Medium (26 - 74 employees)

_____ Large (over 75 employees)

* Standard Industrial Classification, U.S. Dept. of Commerce, Bureau of Census

Why Have Guidance and Counseling Standards?

G & C TR-4

GUIDANCE COUNSELOR

	Duties	Tasks 1	2	3	4	5	6	7	8	9	10	11
A	PERFORM INDIVIDUAL COUNSELING & GUID.	PROVIDE GUIDANCE IN COURSE SELECTION	COUNSEL EMOTIONALLY UPSET IND'VS	PROVIDE SPECIAL NEEDS STD. ASSIST. (IEPs)	PERFORM REFERRALS	DEVELOP FORMAT FOR PARENT CONFS	ASSESS ATTENDANCE PROBLEMS	DEVELOP DISCIPLINE INTERVENTIONS	ADVISE INSTRUCTORS	ASSIST IN INTERPRETING TEST & DATA		
B	CONDUCT GROUP COUNSELING & GUID.	ORIENT STUDENTS TO NEW SCHOOL	TEACH ELEM. UNITS ON SELF VALUES	TEACH SEC. UNITS ON PERS. DEV.	DEVELOP ST. DECISION MAKING SKILLS	PROVIDE GUIDANCE RE: VALUES-AWRNSS	PROVIDE GUIDANCE RE: SELF-AWRNSS	PROVIDE GUIDANCE RE: SOCIAL RELATIONS	ADMINISTER ACADEMIC TEST & PRG.			
C	PROVIDE CAREER GUIDANCE & COUNSELING SVCS	INSTRUCT STUDENTS RE: LMI USES	MAINTAIN CAREER RESOURCE CTR.	MAINTAIN POST-SEC INST. CATALOGS	PROVIDE FINANCIAL AID INFO	ADMINISTER CAREER INTEREST INVENTORIES	PROVIDE ACADEMIC ADVISEMENT	ASSIST IN ST. RESUME DEVELOPMT	PROVIDE JOB PLCMT ASSISTANCE	IDENTIFY OBS. EQUITY JOB ISSUES	CONDUCT JOB SEARCH TRAINING	TRAIN STDS IN JOB KEEPING SKILLS
		PROVIDE CAREER-REL'D LITERATURE										
D	MAINTAIN PROGRAM MANAGEMENT	CONDUCT REGULAR NEEDS ASSMTS	DEVELOP A C+G PROGRM PLAN	IMPLEMENT A PROGRAM EVAL. SYST.	WRITE REG. PROGRESS REPORTS	MAINTAIN LMI INFO. SOURCES	PROVIDE A SYSTEM TO ID. SP. NEEDS STUDENTS	MAINTAIN STD. TEST & RECORDS	UTILIZE AN ADVISORY COUNCIL	BUDGET FOR PROGRAM	CONDUCT FOLLOW-UP SURVEYS	
E	CONDUCT PUBLIC RELATIONS	DEV. FILE OF OUTST'G STUDENTS	PROVIDE MEDIA W/ CSLG INFO.	INVITE MEDIA TO CSLG EVENTS	CONDUCT CAREER FAIRS	DEV. CSLG PRG. FLYERS /BROCHURES	DEV. DISPLYS/ BULLETIN BOARDS	SERVE ON SCH. COM'S REPG G&C	PROVIDE COMMUNITY TECH. ASSTS.	DEVELOP A C+G MARKET-ING PLAN	DEVELOP RESOURCES FOR INSTRUCTRS	
F	PROVIDE FOR PROF. RENEWAL	JOIN PROF. DEV. ASSN.	DEVELOP PROFESSION-AL LIBRARY	READ GUID & CSLG PERIODICALS	ATTEND PERSONNEL IMPR. WKSHPS	INCORP. CSLG. STAFF DEV. IN SCH. CALENDAR	VISIT OTHER G+G OFFICES	PARTICIPATE IN EVAL. OF OTHER G+C PROGRAMS	MAINTAIN UP-TO-DATE JOB DESCRIPTION	VISIT MILITARY TRNG PRGS		

Facilitator Training

Small Group Discussions on Obstacles

Form a group of five or six colleagues here in this room. The size of the group should be determined by the number of people who can comfortably face one another and be heard by all in the circle. Please discuss this question.

The art of group facilitation requires, among other things, putting your trust in groups and "letting go" of control. What are some of the obstacles typical teachers, counselors and/or trainers may face in becoming facilitators?

Discussion Notes: _____

_____

_____

_____

_____

_____

(please be prepared to have one member of your group speak for the entire group in reporting their findings.)

Reports from other groups and general consensus, if any:

_____

_____

_____

_____

_____

_____

_____

Douglass, 1987

New Jersey Facilitator Training

Aug. 18 - 20, 1987
Scanticon/Princeton

Objective: To train potential facilitators of Business & Industry Verification Committees in the basic procedures of the Structured Group Interview (SGI) technique.

Materials: TLV Workbook (786-2), Transparency Masters, Handouts

* * * * * * * * *

Day 1

9:00 a.m.	Welcome and Introductions Overview of Training Rational Training Workshop Objectives Occupational Analysis
10:30 a.m.	Break Orientation to Task List Verification Conducting the Meeting
Noon	Lunch
1:00 p.m.	Facilitating -- Personal Traits and Techniques
3:00 p.m.	Break
3:15 p.m.	Facilitating -- continued
5:00 p.m.	Adjourn

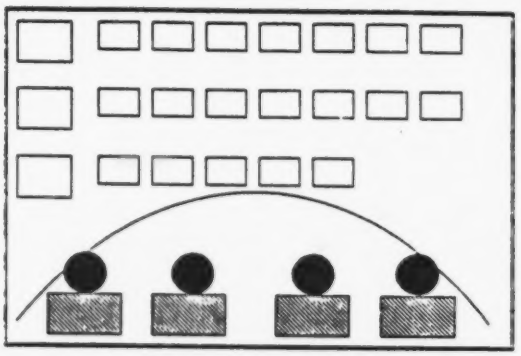
Day 2

8:15 a.m.	Facilitation Role Playing
10:00 a.m.	Break
10:15 a.m.	Facilitation Role Playing -- continued
11:30 a.m.	Debriefing
Noon	Lunch -- Your Facilitating Style
1:00 p.m.	Planning the Meeting
2:00 p.m.	Establishing the Committee
3:00 p.m.	Break
3:15 p.m.	Questions and Answers
4:00 p.m.	Conducting Followup
4:30 p.m.	Procedures for Next Day
5:00 p.m.	Adjourn

Day 3

8:45 a.m.	Room Check
9:00 a.m.	Business and Industry Verification Committee Meeting Welcome and Introductions Orientation to the Verification Process Questions and Discussion
10:15 a.m.	Break
10:30 a.m.	Verification of Standards
Noon	Lunch
1:30 p.m.	Verification of Standards
3:00 p.m.	Break
3:15 p.m.	Sequencing/Rating of Standards
4:30 p.m.	Wrap up
5:00 p.m.	Adjourn

Facilitator Tip Sheet



Typical Employer Questions

At the pilot committee meeting employers had several questions which you may want to be prepared to answer at your workshop.

1. What do you mean by "basic skills?"
2. Will the students see this list?
3. Are these standards for all students or just vocational students?
4. How will counselors have time to do all these things?
5. Where do the standards go from here?
6. How will the standards be used?
7. Will we have an opportunity to express our views?

Committee Selection Is Critical

Poor committee selection can cause the facilitator a lot of extra grief. See the committee selection criteria and screen people beforehand. This can be done by 1) pre-screening with a telephone call; 2) sending a copy of the standards with a follow up phone call to get a "reading" on how they reacted to the list.

You can reserve your final decision by telling perspective committee members that you are looking for interested people but final selection will be dependent upon demographic factors -- some people are needed from large and small companies, different types of businesses, etc. -- so you are not committed to using them until you are sure they will be a good committee member. Note: Don't go over 10 people.

Strengthen Your Introduction

Many of the comments and questions by the pilot committee indicated that they hadn't read the booklet or listened to the introduction. This is common and can be overcome by REPETITION.

The introduction section is a chance to blow your guidance and counseling horn in explaining how the standards were developed and why they are needed. Examples of past situations that may be solved by better guidance standards may be useful as a way to repeat the information in a different way.

How Strong Is Our Credibility?

The questions of credibility and sincerity come up in the pilot committee. They were not sure we really wanted to hear what they had to say. "Rubber stamping" was suspected. Ironically the committee member who complained the loudest gave the standards high marks and the meeting a good evaluation.

Everybody Wants A Platform

After the orientation you should always ask if anyone has questions or disagrees with the philosophy of what you are trying to do.

This may generate a host of non-counseling- standard-related issues and concerns that committee members have

about education. The committee members may be very frustrated over an issue, such as discipline, which they need to get out and air before the committee can progress any farther.

Sometimes a way to "defuse" the emotion over such issues is to make a list of them on an easel so that they have been recognized. Then you can bring them back to the task at hand. This diversion is common and can take a short or a long segment of the meeting depending on the committee member mix.

Why So Wordy? Can't You Say It Once?

A complaint of the pilot committee you will need to address is the "bureaucratese" and perceived wordiness of the standards which the committee may find distracting. Their tendency is to want to shorten statements. They may see duplications in the standards from one grade level to another. You need to acknowledge these and explain the need for them. A new transparency master has been provided to help do this.

How? How? How?

Some committee members, especially those with any education and training experience, will keep derailing the committee with "how" questions. "How will the counselor do that? etc."

The facilitator must remind the committee that their job is to determine the "what" and counselors and local policies will determine the "how".

Committee Booklet Redesigned

A post pilot committee meeting resulted in recommendations that have been incorporated into the booklet -- primarily the toning down of "jargon" and streamlining perceived duplications.

Post Meeting Steps To Success

Here's an outline of steps required to complete the validation process. See the workbook for more detail on process questions.

1. Collect all booklets with ratings and demographic data completed.
2. Complete the Facilitator wrap up sheet.
3. Return booklets and wrap up sheet to _____ by _____.

Double Your Pleasure . . .

If possible have another facilitator work with you as a recorder and possibly to share facilitator duties. It can be very tiring! Either way, it is good reinforcement for the second facilitator which you can later assist if requested.

Pilot Committee Evaluation Comments

We used the evaluation of TLV Committee form provided in your workbook with the pilot committee.

The facilitators got good marks, of course! And, more than 75% felt that their participation on the committee was a worthwhile activity.

The primary weakness of the meeting was cited as not having enough advance information regarding the purpose of the meeting. Perhaps you can think of some techniques to overcome this common complaint.

Major strengths of the meeting included the great facilitators and open participation.

Business and Industry Validation Committee
Facilitator Wrap Up Sheet

Appendix G

This is a composite of information from the business and industry participant information sheet found on the last page of the booklet and of information on the changes in the standards and indicators.

County: _____

Facilitator Name: _____

Phone Number: _____

Location of Committee Meeting

_____ School building

_____ Hotel/conference center

_____ Business or industry-donated conference room

_____ Other: Please Explain _____

_____

Initial No. of Standards and Indicators: 82

Number of Indicators Deleted _____

Number of Indicators Added _____

Number of Indicators Modified or Clarified _____

Final Number of Standards & Indicators: _____

Total Number of Committee Members: _____

No. of Males ____ No. of Females ____

No. of minority members _____

No. of handicapped _____

Number of Committe Members Representing:

Small Business _____

Medium Business _____

Large Business _____

Number of Committee Members Representing

Industrial Business _____

Service Business _____

Government _____

(over)

Instructions for Completing the Process

1. Collect all evaluation forms (Master in Facilitator Workbook) from the committee.
2. Collect all completed booklets from the committee.
3. After the committee adjourns number the cards and type (or neatly handwrite) the results on a sheet of paper.
4. Using the booklets and the completed list of revised standards and indicators, complete the wrapup sheet (opposite side of this sheet).
5. Make copies of any materials you wish to keep.
6. Submit:

    a. Evaluation forms
    b. Booklets
    c. List of results
    d. Wrap up sheet

Send To: _____

_____

_____

_____

By: _____

(over)

BECKWOOD, INC.

December 3, 1987

MEMORANDUM

TO: SGI Facilitators of New Jersey Guidance Standards

FROM: Rebecca Douglass

RE: Update on Progress

Congratulations! Your committee's work has been received and recorded. You must have had an interesting meeting!

Currently we are compiling all the demographic data and in December we will finish computer input to get an idea of the "spread" statewide of indicators which were kept, selected, clarified and/or added.

We have been asked to report on the progress of the statewide validation which Dr. Osher and Linda will use at the AVA Meeting in December. For your information, I am enclosing some of the information we are preparing for that meeting. It looks really great! You and your colleagues have been instrumental in raising employer involvement in education and awareness of the critical role of the guidance program to new highs!

If you haven't already thought of it, may I suggest that you do a composite of your committee's evaluation for your local administrators. All the evaluations show very positive comments from the committee and many good remarks on the facilitator. You could also use that evaluation composite to develop a newspaper article for your local papers -- with pictures of the committee if you took any.

I want to thank and congratulate you for the spirit and professionalism you've shown in undertaking this project. It can be very intimidating for some people but you have demonstrated by your participation that you are an "innovator," willing and wanting to improve the guidance program. You have shown that your schools are openly receptive to hearing what your area's employers have to say to help you achieve program improvement. The evaluations show that employers appreciate that opportunity. We hope this project will help open more doors with employers in the future!

Best wishes for a wonderful holiday season. Take a rest -- you've earned it!

RSD/ml
Enclosures

cc L. Pedrick

7912 Hunt Rd. • Springfield, IL 62707 • 217/529-1750

FACILITATOR TRAINING EVALUATION COMPOSITE

Workshop Name **New Jersey Career & Vocational Guidance Standards, Princeton**

Workshop Leader (s) **Rebecca Douglass and Woody Woodhull**

This three-part evaluation is to provide feedback for the workshop leaders to use in planning and conducting future workshops.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

N = 25

A. General	SA	A	D	SD
1. Information given to you about the workshop prior to your arrival was sufficient.	28%	56%	16%	
2. The workshop moved in a smooth, business-like manner.	80%	20%		
3. The workshop leaders carried out their roles in a positive, knowledgeable manner.	96%	4%		
4. The workshop activities were meaningful and helpful.	68%	32%		
5. Sufficient time was allocated for workshop activities.	76%	24%		
6. Content can be shared/applied in my own situation.	76%	24%		
7. Workshop resource materials were appropriate.	84%	16%		

Part II measures the success of the workshop in preparing you as a facilitator for TLV workshops. Please mark the most appropriate response.

C = You are confident to apply information
U = You understand information
R = You need reassurance concerning information

B. Specific	C	U	R	N/A
1. Defining Structured Group Interview for TLV process.	96%			4%
2. Identifying attributes of a facilitator.	88%	8%		4%
3. Planning for task list verification.	68%	28%		4%
4. Implementing meeting guidelines.	76%	20%		4%
5. Selecting committee.	80%	16%		4%
6. Selecting facilities.	84%	12%		4%
7. Selecting supplies.	88%	8%		4%
8. Identifying roles.	96%			4%
9. Setting the TLV mood.	76%	20%		4%
10. Explaining the agenda.	84%	12%		4%
11. Implementing processing techniques and criteria.	72%	24%		4%
12. Explaining operational guidelines.	84%	12%		4%
13. Maintaining momentum.	84%	8%		8%
14. Applying probing and clarifying techniques.	72%	20%		8%
15. Using performance terminology	68%	28%		4%
16. Dealing with problems	64%	24%	1%	8%
17. Conducting follow-up	64%	20%	1%	3%

C. **Please answer the following questions. Check one**

1. Do you feel adequately trained to be a facilitator?
   Yes **92%** No **0%** No Answer **8%**
   Could you do a workshop immediately?
   Yes **84%** No **8%** No Answer **8%**
   Could you conduct a workshop after studying?
   Yes **64%** No **0%** N/A **8%** No Answer **28%**
   Do you need more training?
   Yes **12%** No **60%** No Answer **28%**

2. What topics would be most helpful to you for inservice?

   -- Time management in Guidance and Counseling
   -- Identifying the role of the facilitator.
   -- I would probably have a topic at a later date.
   -- Dealing with problems in group process on SGI.
   -- Sample follow-up and sample script for introductory remarks.
   -- Share specific goals and possible outcomes with participants for seminar to determine if another in-service would be needed. We would also have an opportunity to prepare and review any concerns we might want to share with you.

Appendix J

Businesses Represented On New Jersey Validation Committees

A & S Department Store, Paramus
American Cyanomid Co., Princeton
Americorp, Parsippany
Ames Rubber Co., Hamburg
Asbury Park Press, Asbury Park, Toms River
AT & T, Summit, Newark
AT & T Bell Labs, Murray Hill
Atlantic County Government, Atlantic City
Atlas Transmission Center, Pennsville
Bayonne Nipple Co., Bayonne
Beachmore Hair Stylists, Point Pleasant Beach
Bonland Industries, Wayne
Bridgeton-Cumberland Tourist Association, Bridgeton
Brood Data Systems, Toms River
Burdette Tomlin Memorial Hospital, Cape May Court House
Califon Lumber Co., Califon
Campbell Soup Company, Camden
Cape May County Airport, Cape May Court House
Cape May Department of Facilities and Services, Cape May Court House
Casarow, Casron & Kienzy, Bridgeton
Central Air Inc., Cape May Court House
Citizen's First Bank of New Jersey, Glen Rock
Clinton Ford/Chrysler/Plymouth/Dodge, Clinton
Clinton Inn, Tenafly
Clinton Travel, Clinton
Coburn Enterprises, Sussex
Computerland of Eatontown
County of Cumberland, Bridgeton
David Sarnoff Research Center, Princeton
DeCoster-Wilson-Duthy Agency, Inc., Roseland
Dolan & Dolan, Newton
DeLoach Electric Co., Mt. Tabor
Donnelley Directory, Cherry Hills
Dynamic Management Concepts, Hackettstown
Delaware Air National Guard, New Castle, Del.
ECOLAB, Inc., Avenel
ERCO, Glassboro
Eastern Enterprises, Bridgeton
Englewood Hospital, Englewood
Ethicon Inc., a Johnson & Johnson Co., Somerville
Fantasy Travel, Bedin
Fellows Read & Associates Inc., Toms River
Fernekes Associates, Flemington
First Fidelity Bank, Red Bank, Bayonne
Fogg's Daily Service, Inc., Bridgeton
Franco Manufacturing, Metuchen
Gaston & Madden, Flemington
Gazette-Leader, North Wildwood

Businesses Represented On New Jersey Validation Committees, Continued

Gerotoga Al., Scotch Plains
Gloucester Employment and Training Administration
Groen-One Inc., Vineland
H. H. & D. Enterprises, Inc., Bayonne
Hoey Real Estate Inc., Collingswood
Hospital Center at Orange
Hudson County Office of Development & Training, Hoboken
Hunterdon Medical Center, Flemington
IBM Corp., West Orange
Jersey Central Power & Light Co., Asbury Park
JTPA, East Orange
King's Supermarkets, Inc., West Caldwell
Lafayette House, Lafayette
Lan Associates Inc., Hawthorne
Lanier Business Products, Inc., Pine Brook
Lincoln Park Nursing Center, Lincoln Park
Linwood Convalescent Center, Linwood
Macy's New Jersey, Newark, Toms River
Mannington Mills Res. Pl., Salem
Mariott Hotel Corp., Paramus
McCabe Ambulance Service, Bayonne
McDonald's, Silverton
Meridan Block & Supply Co., Rockaway
Midlantic Bank, West Orange, Sewell, Neptune
Monmouth Cable Vision Assoc., Wall
Napa Auto Parts, Rockaway
National Starch & Chemical, Plainfield
Naval Air Engineering Center, Lakehurst
New Jersey Bell Telephone Co., Newark, Woodbury
New Jersey Department of Transportation, Trenton
New Jersey Manufacturer's Insurance Co., West Trenton
New Jersey Natural Gas Co., Wall
New Jersey Shore Medical Center, Neptune
Newton Service Agency, Inc., Newton
NJES, Vineland
Ocean Academy, Cape May Court House
Park Ave Printers, Ocean
Paul's Motor Sales, Hawthorne
Philadelphia Naval Shipyards, Philadelphia
Pittman Moore Inc., Washington Crossing
Private Industry Council Passaic County Inc., Clifton
Prospect Park Savings & Loan, West Paterson
Prudential Insurance, Halendel, Millville
PS & E Gas & Electric Utility, Newark, Hancock's Bridge
RCA, Camden
Revere Travel, New Brunswick
Richard Hardenberg Insurance Agency, Westmont
Rudl Fencing & Decking, Glen Gardner
Sears Roebuck & Co., Lawrenceville
Selective Insurance Co. of America, Branchville

Businesses Represented On New Jersey Validation Committees, Continued

Service Dynamics Corp., Nutley
Shieldalloy Corp., Newfield
Simon & Schuster, Englewood Cliffs
Southern Ocean County Hospital, Manahawkin
Special Excursions, Stanhope
State Farm Insurance, Rockaway
Suburban Chamber of Commerce, Summit
Supermarket's General Corp., Woodbridge
Sutron/Denbigh VW Inc., Flemington
The Bergen Record, Hackensack
The Lutheran Home, Ocean View
The New Jersey Herald, Newton
Thos. J. Lipton Inc., Englewood Cliffs
TRR Cable Co., Wildwood
Trump's Castle Hotel & Casino, Atlantic City
Union Camp Corp, Wayne
Union Carbide Linde Division, Keasbey
UNISYS Corp. (formerly Burroughs Corp.), Flemington
United Savings & Loan Association of Trenton, Lawrenceville
United Telephone, Newton
Upper Township Board of Education, Tuckahoe
U.S. Environmental Protection Agency, Edison
U.S. Post Office, Tenafly
Vannote Lumber, Point Pleasant Beach
Venezia & Nolan, Woodridge
W.B. Wood Co., Orange
Werner Lambert Co., Morris Plains
Whaleco Oil Co., Rockaway
Wheaton Aerosols Co., Mays Landing
WNNJ/WIXL-FM Radio, Newton
Woodbridge Hilton Hotel, Iselin
Woodruff Decorating, Brighton
Xerox Corp., Mt. Laurel
YMCA of Greater Bergen County, Hackensack

Appendix K

Facilitators Submitting Data

Thomas Hudak
Morris Hills Regional District
48 Knoll Dr.
Rockaway, NJ 07866-4088

Elaine McGhee
Superintendent of Guidance
Plainfield High School
950 Park Ave.
Plainfield, NJ 07060

William Clarke
Cumberland County
Cumberland Regional High School
Seabrook NJ 08302

George Halas
Passaic County Technical and
Vocational High School
45 Reinhart Rd.
Wayne, NJ 07470

Ilene Schwaber
New Jersey Vocational
Resource Center
Rutgers University
Crest Way
Aberdeen, NJ 07747

Oliver Swensen
Career Development Office
Orange High School
Lincoln Avenue and Clarendon Place
Orange, NJ 07050

Meredith Flynn
Gloucester County Vocational School
Tanyard Rd
P.O. Box 186
Sewell, NJ 08080-0186

John Cosse
Shore Regional High School -- Guidance
Monmouth Park Highway
West Long Branch, NJ 07764

Faciitators, Continued

Dr. Lois McGuire
Assistant Superintent
Bayonne Board of Education
Avenue A and 29th St.
Bayonne, NJ 07002

Dr. John Yaegel
Tenafly High School
Tenafly, NJ 07670

Maryam Sakamoto
Atlantic County Vocational School
Route 40
May's Landing, NJ 08330

Betty Principe
Hunterdon County
Vorhees High School
Route 513
Glen Gardner, NJ 08826

Glen Cohen, PIO
Sussex County Vocational Technical School
105 Church Rd.
Sparta, NJ 07871

Dr. Bernie Novick
Middlesex County
Woodbridge Township School District
P.O. Box 428
School Street
Woodbridge, NJ 07095

Nancy Carter
Vocational Technical Career Center
Salem County Vocational Schools
Box 350
Woodstown, NJ 08098

Lorie Dickinson
Haddon Township High School
Memorial Ave.
Westmont, NJ 08108

Norma Zimmerman
Cape May County
Cape May Vocational School
Crest Haven Rd.
Cape May Courthouse, NJ 08210

Robert J. Sell
Mercer County
Box 404 H. Scatch Rd.
Pennington, NJ 08534

Appendix L

Strengths of the Business and Industry Committee Meeting as Cited by Employers on an open Ended Evaluation Question

Ocean	1.	Productive/Important.
	2.	Everyone participated and really got involved making the program more interesting and worthwhile! It was fun!
	3.	It was run in a most informative and entertaining manner. It was very nice to meet other employers and hear their ideas.
	4.	Positive attitude by participants -- knowledge gained!
	5.	Meeting moved along well and accomplished what it set out to within the allotted time.
	6.	Being able to contribute any information I could was also a great lesson to me. Thanks!
	7.	Moved swiftly -- effective -- the topic was very important.
	8.	Gave me time to think about ideas rather than events or functions.
Passaic	9.	Constructive evaluation of guidance standards. Interaction of group participants
	10.	Preparation, thoroughness, facilitators drawing the group back. The state being represented.
	11.	Interacting with other business people who also care about our youth and the quality of their employment education and preparation.
	12.	The meeting was very informative. I now have a much better understanding of the standards set for coop students and other students.
Union	13.	Elaine McGee -- excellent presenter and facilitator.
	14.	Great purpose!
	15.	Small group -- open discussion!
Morris	16.	OUTSTANDING FACILITATOR! Good balance of people!
	17.	Strong, aggressive teaching leadership by Mr. Hudak with guidance by Jane Runte. Great business associates and directions and comments. The . . . outline of vocational and career guidance and counseling if used in an applied program of academic requirements can prove to be an effective course of study, path of direction to young adults about to embark in business with a competitive edge. Although no guarantees, these should be valuable tools. We are seeking a better, more peaceful, more organized world for youth with the help of business, teachers and parents.
	18.	Enthusiastic participation by all present.
	19.	Excellent facilitator and recorder, both people kept the meeting moving and on target.
	20.	Cross section of members was excellent.
	21.	Ideas exchange, consensus on needs of employers, better understanding of educator's role and goals.
	22.	A very worthwhile program to assist students to become productive in their careers and to their self satisfaction in life. They will be a great asset to their employers. Please send me results of meeting and final outcome of program. I would like to participate in future programs. A valuable experience for me!
	23.	Interaction among the members. Commitment of staff and members.

Bergen	24.	The involvement of the actual employers! ! Very positive and well thought out participation.
	25.	Articulate, enthusiastic and knowledgeable meeting facilitator -- well organized and time effective.
	26.	Working as a group in arriving at conclusions. Definitely a positive experience.
	27.	Leadership and the opportunity for input into this career education program.
	28.	Very positive! Encouraging and caring atmosphere -- as well as efficient.
	29.	It (meeting) deals with issues of great concern to many employers.
	30.	Excellent presentation, worthwhile purpose, congeniality of participants and school representatives.
	31.	Committee members had different backgrounds and jobs. This helped get an overview of all types of standards required for different careers.
	32.	Facilitator knowledge of materials to be discussed and smooth movement of meeting.
Hunterdon	33.	Very competently facilitated. A very worthwhile project. Would be interested in future involvement.
	34.	Varied opinions and open discussion all working toward same end. I would be happy to serve on future committees.
	35.	Very lively and productive meeting. Would participate in future programs.
	36.	Very well run and organized. I am available for future workshops.
	37.	Involved and interested facilitator and business people. Would like to help in any way in future.
	38.	Leadership made the meeting exciting and the group worked well together. I'd be willing to participate in future meetings.
	39.	Sharing information.
	40.	Need more of this type of school/business involvement. Interested in future projects.
	41.	Well prepared -- good leadership -- good purpose.
	42.	Was good -- all participated.
	43.	Leader was very organized and familiar with participants as well as the program. Excellent selection. I would be willing to continue on this project. It is a terrific and very necessary idea.
Cape May	44.	Interesting topic
	45.	Informative.
Sussex	46.	Eager participation by all. Gratification because conclusion and consensus followed good discussion. Involvement by all participants.
	47.	Felt the cross section of participants made the process effective because of representing good cross section of Sussex County business and industry.
	48.	The whole program!
	49.	Well organized.
	50.	Crystalizing the role of guidance in a manner beneficial to both students and business.
	51.	Very Exciting experience! Hope the standards are implemented ASAP!!
	52.	Interaction and discussion leading to a conclusion. Very rewarding and stimulating.
	53.	Group participation.

54. It is an encouraging process to achieving goals that employers are seeking with the upcoming labor force. It reinforces the necessity of the business sector to support the efforts of the education system who are earnestly and diligently trying to meet this goals.
55. Interaction between members of the group. Preparation on the part of facilitator.
56. Good facilitator. Good work flow.
57. Awareness of the program and the intent for career and vocational guidance in New Jersey.
58. Good moderation and discussion. I learned from the experience.

Atlantic

59. Well chosen, diversified group of attendees who offered many different aspects of a subject. Facilitator remained objective and helpful in keeping the meeting on time and moving smoothly.
60. An awareness on my part of the educational problems of Atlantic County since I am new to the area.
61. The meeting was very informative and I felt very comfortable with the committee. The facilitator did an excellent job.

Other Comments

Morris

1. I do feel we should be working on the personal skills in the lower grades and through career path in the future.
2. How will the counselor know it this program works? Recommend developing "Economic Literacy" and 'Recognizing Entrepreneurial Skills and Opportunities" (Committee member developing an outline for these two recommendations).

Hunterdon

3. I would be happy to serve on future committees.
4. Would be interested in future involvement.
5. Need more of this type of business/school involvement.

Sussex

6. (from committee member who could not attend) Could not attend due to illness however, the exercise with the booklet prior to, was very exciting. I'm sorry I missed the action!

Weaknesses

Ocean

1. Forms should have alignment for check marks to avoid confusion.
2. A lot of material had to be covered and analyzed -- this could have taken over a day to cover.
3. A complete understanding of the whole process.

Passaic

4. Some digression from purpose which was efficiently redirected by group facilitator.
5. Clarification of questions, i.e., who, how , etc., should be given prior to the meeting. Also i.e., ratings.
6. Booklet didn't indicate that we were not rating one standard against another.

Union

7. Would like to have had more members on the committee.
8. Not enough time on employability section.

Morris

9. One member dominated at times; terrible weather!
10. Dwelled on some points too long.
11. Somewhat unclear/confusing mission of the group.
12. The council members all had a different idea of what we were doing. We also weren't sure of the ultimate use of our work here.

	13.	Each person looking at questions subjectively which may invalidate the various weights developed. Goals of the meeting were not sharp and well defined.
	14.	Need more preparation in informing committee of procedures of meeting and defining of terms of program to eliminate waste of time in meeting.
	15.	A lack of understanding as to whether we were developing an item analysis or weighting the analysis. Can you do both at once?
Bergen	16.	I would have like to refer to my copy of the survey and then hand in (or receive blank paper copy to refer to).
	17.	No major weaknesses -- suggest since some factors were changed, that individual ratings of final factors be done at close of meeting.
	18.	While there were no weaknesses per se, it might have been more effective if we could have been seated in a round table format for face to face contact.
	19.	Could have used darker color magic markers for objectives.
	20.	Would recommend some input on interpersonal relationships relative to school years and career goals.
Hunterdon	21.	A little warm in the room. Needed a better written overview (i.e., 7th and 8th grade simply an introduction; "career" used in a broad sense.
	22.	Difficulty understanding standards and indicators.
	23.	Time.
	24.	Forms hard to use.
Salem	25.	Took more time than planned.
Cape May	26.	Too lengthy.
Sussex	27.	No commentary as to thinking of location of standards, i.e., 7th and 8th or 9th -10th, etc.
Mercer	28.	A preconceived notion that categories were to be evaluated as to their importance rather than reworking of the categories.
	29.	A slight misunderstanding prior to the meeting regarding group discussion of the rankings in the booklet.
	30.	I did not correlate the preparation for the meeting with the actual meeting content (came as a surprise).
Atlantic	31.	The committee may have spent too much time discussing the first group of questions.